HLSC 2P00 Library Seminar

Ian Gordon, Teaching & Learning Librarian

Brock University

Brock University Library

HLSC 2P00 Writing in the Health Sciences Library Seminar

Agenda

- 10 what's new or different issues of interest!
- What we're not going to talk about (but you should know)
- Scholarly peer-reviewed articles
- What is your research question / topic?
- Search strategies and keywords
- Identifying your appropriate library research guide(s)
- Databases, lots of them
- Citing articles and books using Zotero / zoterobib
- Annotated bibliographies
- Where to get help!

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What is the impact of COVID-19 on student mental health and related services in Ontario universities?

10 what’s new or different issues of interest!

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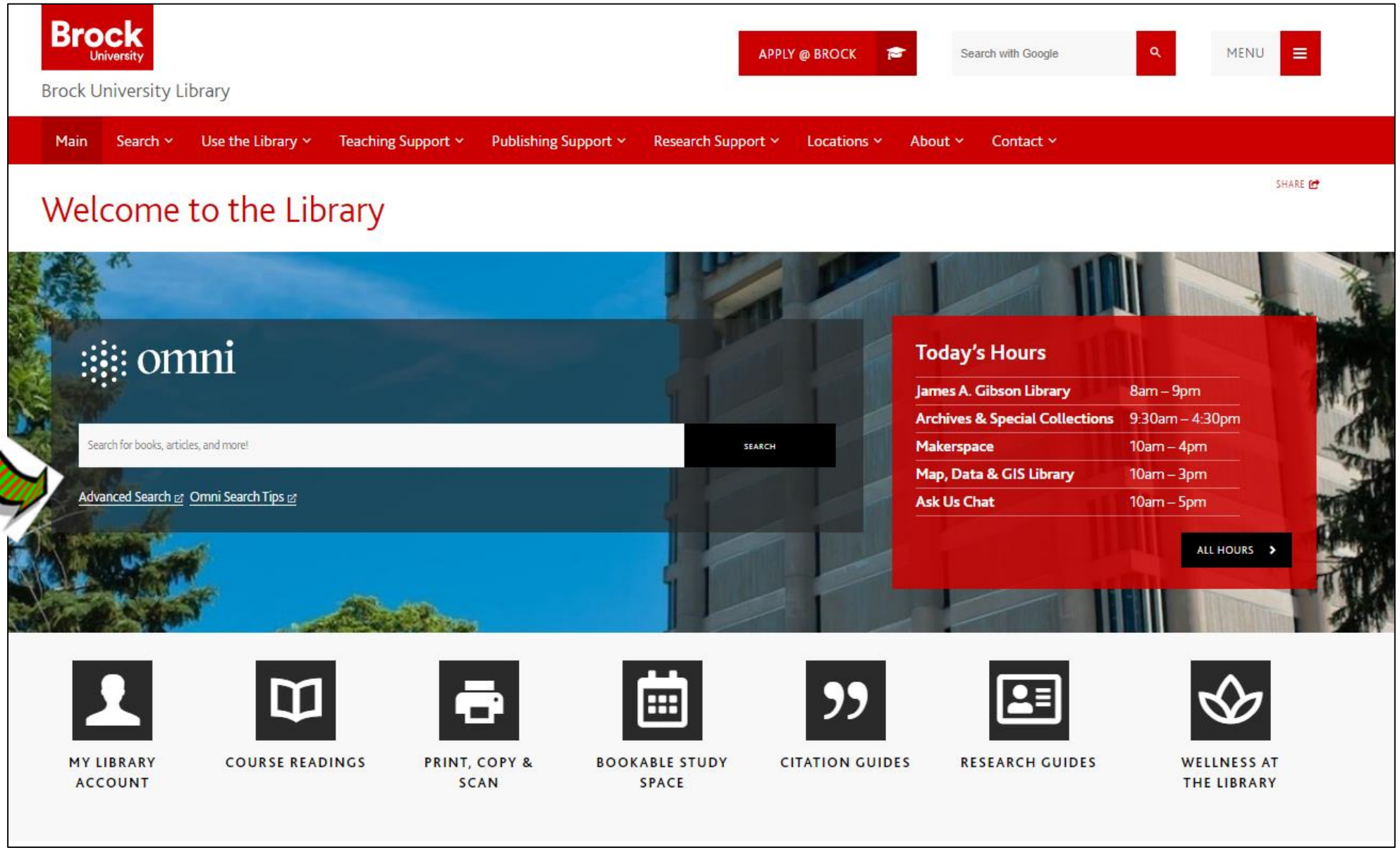
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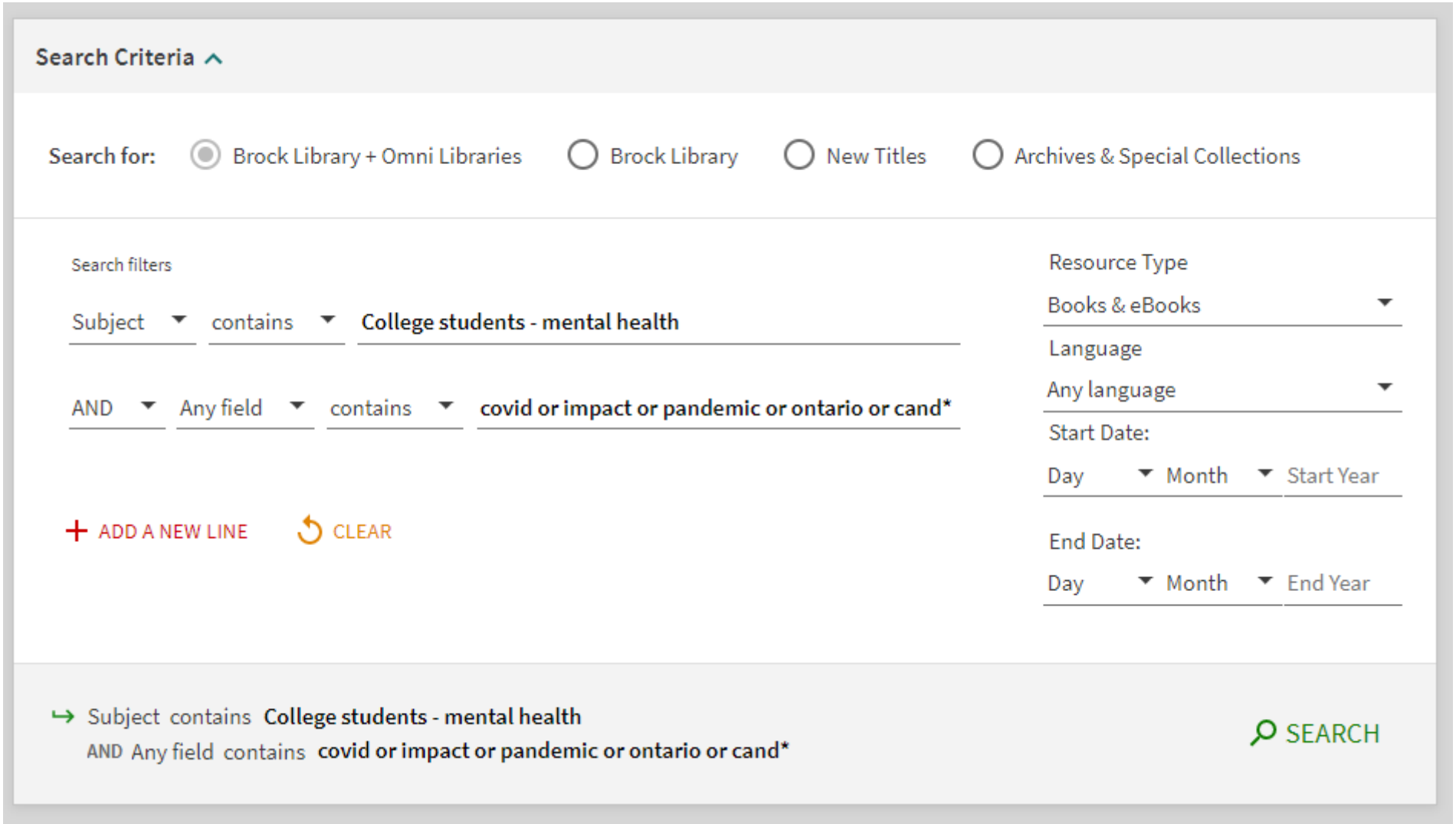
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ADD A NEW LINE
CLEAR
Resource Type
Books & eBooks
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Any language
Start Date:
Day
Month
Start Year
End Date:
Day
Month
End Year
Subject contains College students - mental health
AND Any field contains covid or impact or pandemic or ontario or cand*
SEARCH

BOOK

Building students' resilience : strategies to support their mental health

Kafka, Alexander C., author.

2021

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Send to

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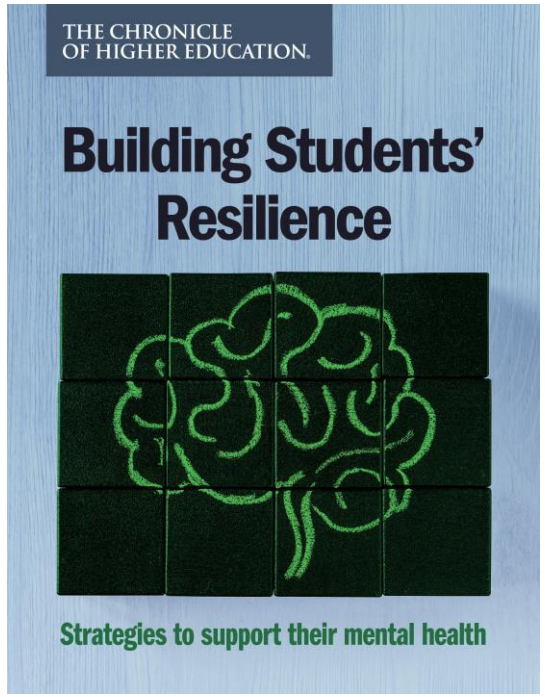

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About the Author

Alexander C. Kafka is a senior editor who has been with *The Chronicle* since 1998. In addition to editing, he has reported on student mental health, higher-education management and finances, and faculty research, among other topics. He has also written about books and the arts for *The Washington Post*, *The Boston Globe*, *the Chicago Tribune*, *The American Prospect*, and many other publications. Follow him on Twitter @AlexanderKafka, or email him at alexander.kafka@chronicle.com.

Cover illustration by iStock

Use the Interlibrary Loan Service

RACER, the Library's Interlibrary Loan system, is still available for requested physical resources not available at any of the 18 Omni partners, as well as all electronic resource requests.

Brock alumni are also eligible to borrow books through interlibrary loan on a cost recovery basis. Community borrowers are eligible for interlibrary loan privileges for a fee of $50 per year plus cost recovery. Please refer to Community Borrowing fees.

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Charges may apply.
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Copyright Type:	
Title of Journal:	Journal of Everything
Sponsoring Body:	
Title of Paper:	How to be a successful student without trying
Author of Paper:	Busby, K.
Date Part Published:	2021
Volume/Issue:	1
Pages:	na
ISSN:	
Publisher:	
Place of Publication:	
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Format: Part of book/Partie de livre
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Copyright Type:
Title of Book: Building Students' Resilience
Author(s)/Editor(s): Kafka, A.
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please enter details here.

Title of Chapter/Article/Paper: What Your Students Need
Author of Chapter/Article/Paper: unknown
Pages: 35-46
Volume: na

Series title and numbering:
Publisher: Chronicle of Higher Education
Place of Publication: NY
Date Published: 2021
Edition:
Item Description:
ISBN:
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Collections Librarian
(Sabbatical Leave)

MONICA RETTIG

Head, User Services & Engagement

Ian Gordon

Teaching & Learning Librarian (Librarian III)

Applied Health Sciences, Mathematics & Science

Ian Gordon (he/him/his)

Library Department Team: Teaching & Learning

Office: Schmon Tower 1137
Phone: 905 688 5550 x3727
Email: igordon@brocku.ca

Book a Consultation

Ian Gordon is a member of the Brock Library Teaching & Learning Team. Ian's interests include STEM teaching, information seeking, and providing one-on-one assistance for the Faculty of Mathematics and Science, Faculty of Applied Health Sciences, and all points in between. Book a research consultation to work through an idea, get help searching the literature, exploring an idea, or learn something new together.

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Faculty Library Teams are here to support faculty, staff, and students across the University. There are six teams, one for each of the Faculties of Applied Health Sciences, Education, Humanities, Math and Science, Social Sciences and the Goodman School of Business. Each team consists of three librarians, drawing upon expertise from across the library. Simply email the team associated with your Faculty, and they will help you get an answer to your question.

In addition to responding to inquiries, the Teams are responsible for communicating with the faculty in the academic units within their assigned Faculties, promoting library programs, services, and resources.

Faculty Teams Can Help With:

RESEARCH SUPPORT

- Digital Scholarship
- Publishing and Open Access
- Research data management
- Systematic reviews/evidence synthesis reviews

LIBRARY COLLECTIONS AND ACQUISITIONS

- Recommendation for purchases
- Access to electronic resources

TEACHING SUPPORT

- Integrating information competencies into the curriculum

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APPLIED HEALTH SCIENCES −

Ian Gordon, Teaching & Learning

Elizabeth Yates, Research LifeCycle

Mandy Deans Kassies, Collections Services

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Welcome to the Health Sciences Research Guide

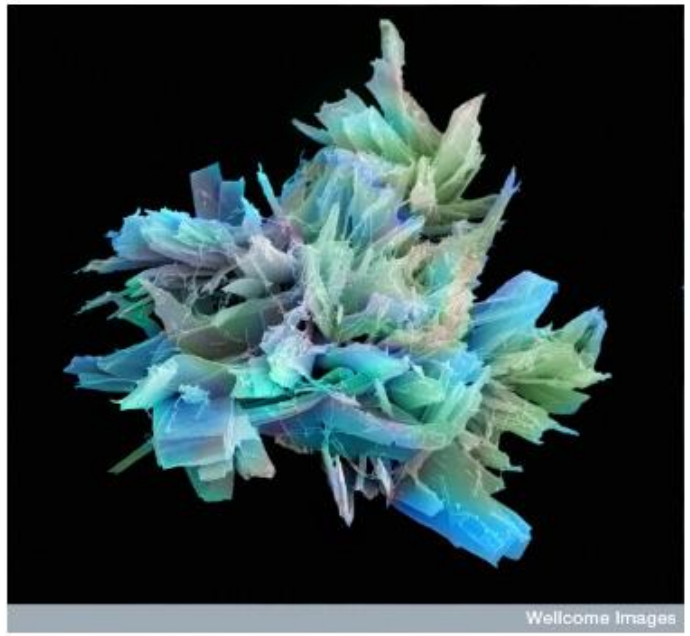

Image: Aspirin crystals, by Annie Cavanagh

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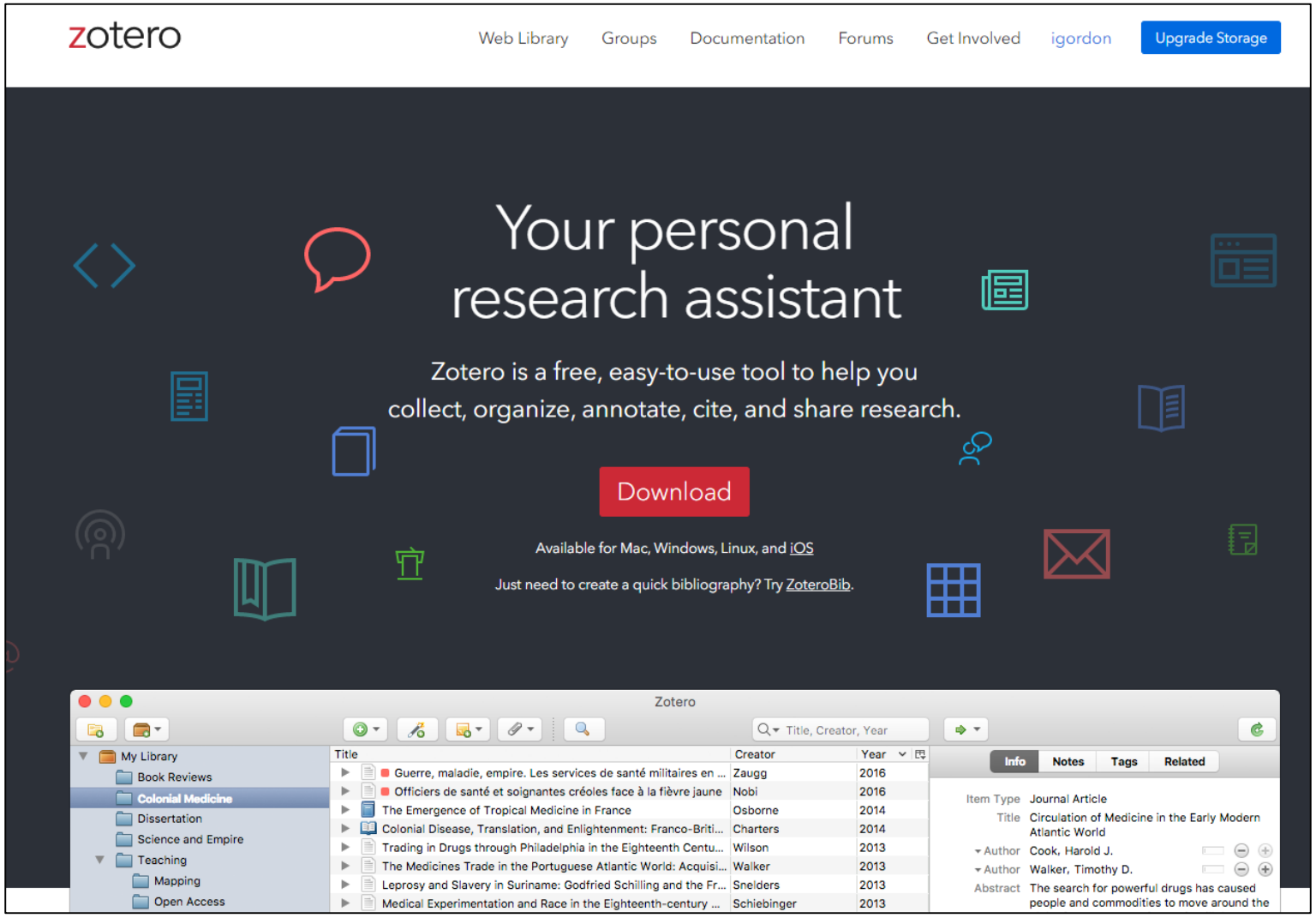
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Author Walker, Timothy D.
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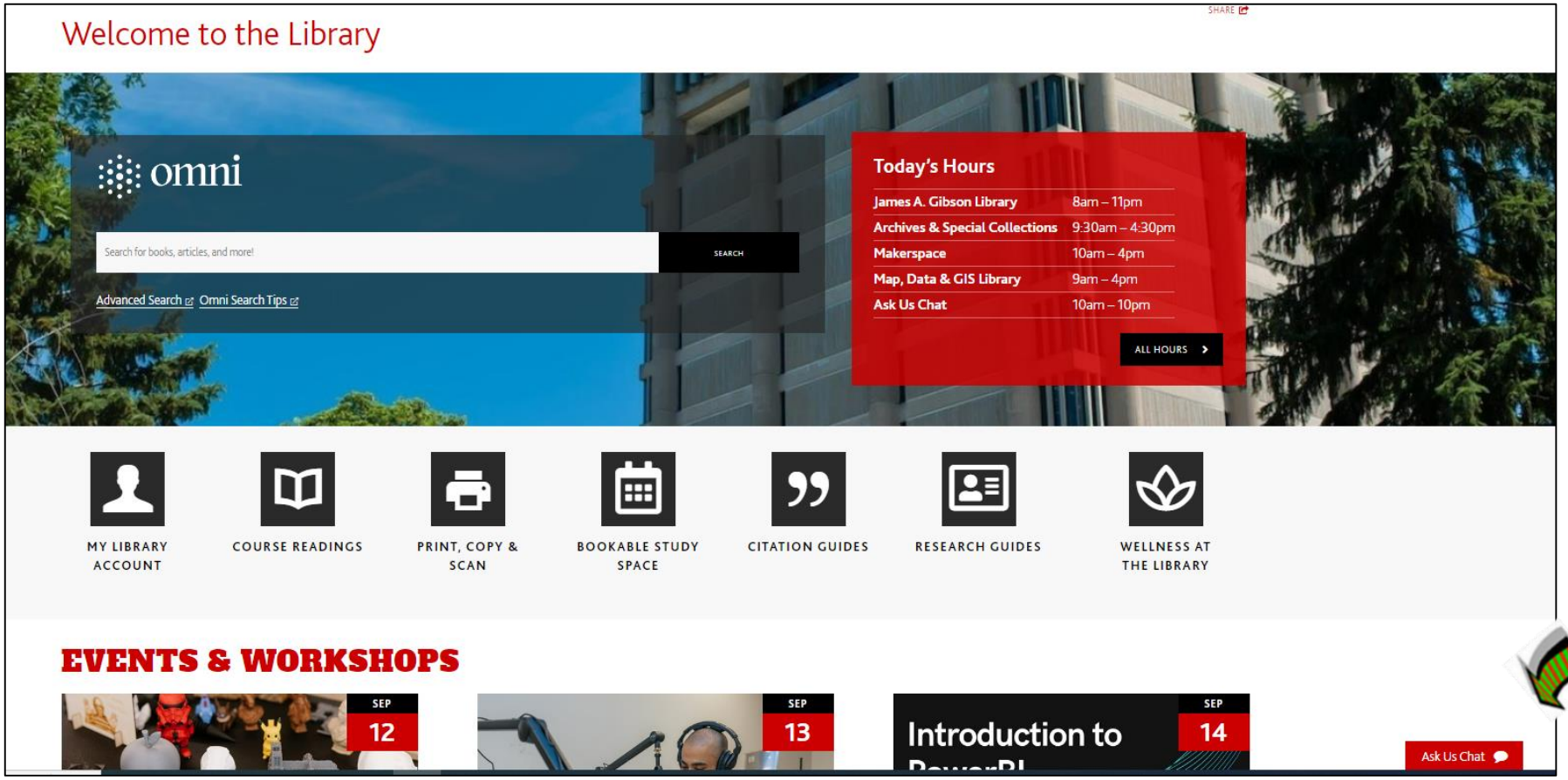
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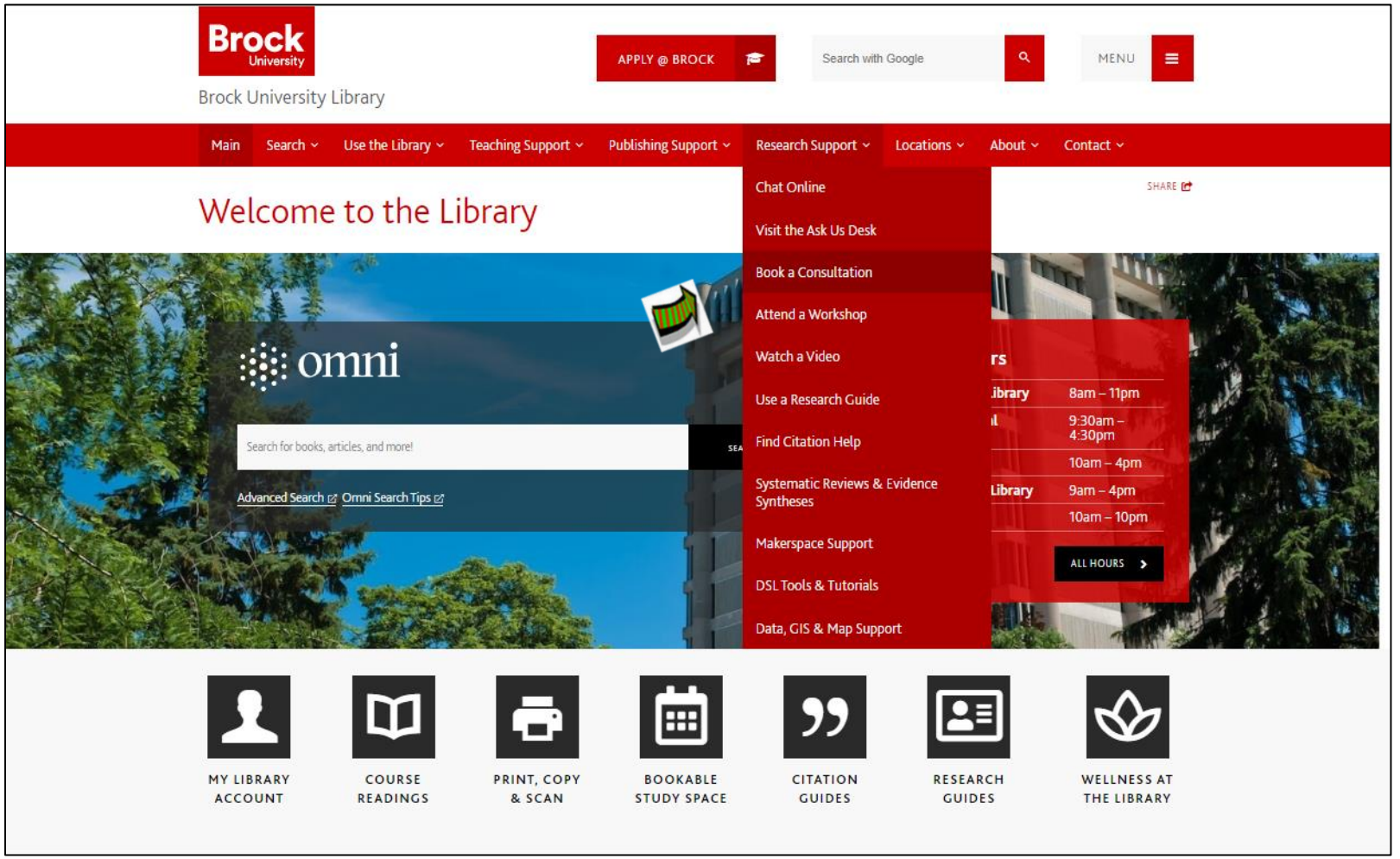
10:50 me undergrad, Jenn
10:51 me Got to go, another paper... it never ends!
10:51 Ask Us desk All the best to you. You know where to find us 🙂
10:51 me bye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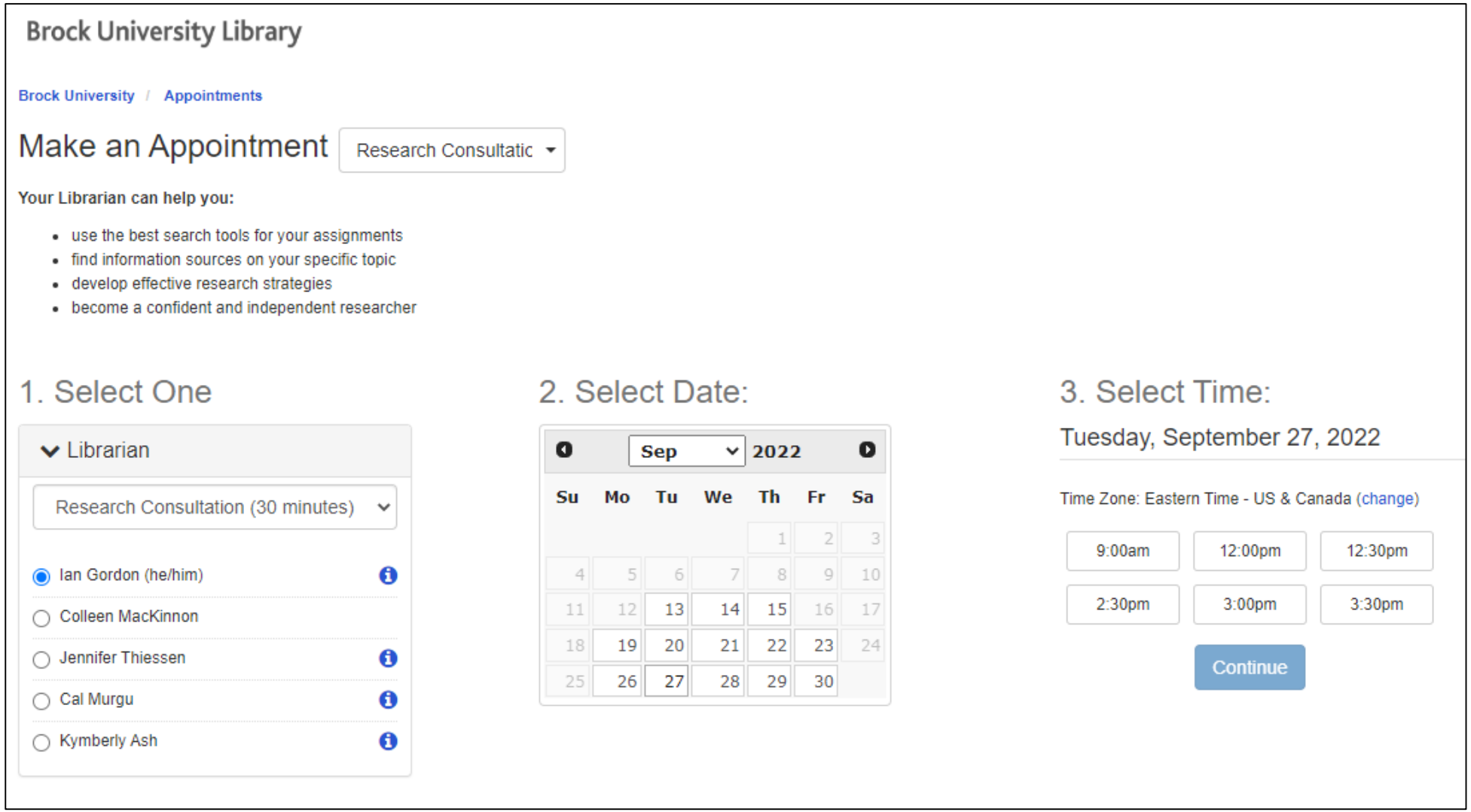
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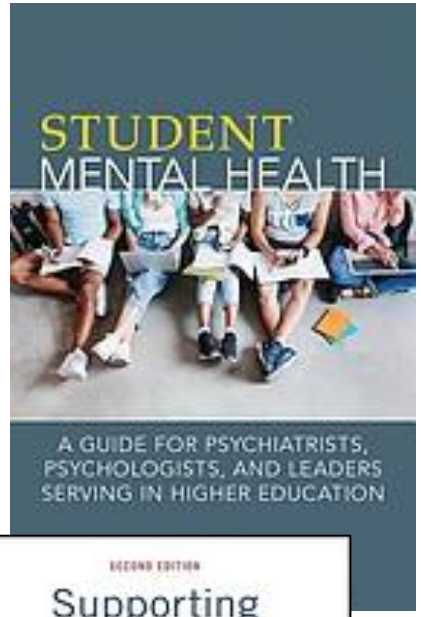
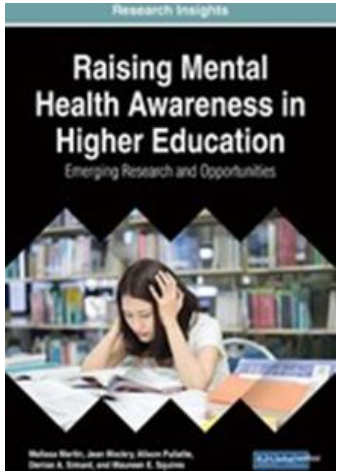
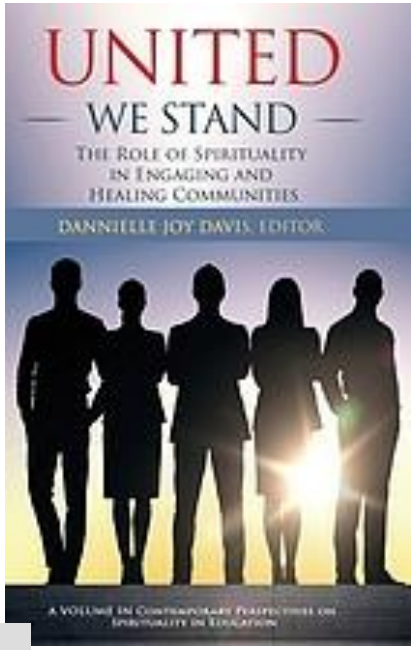
What we’re not going to talk about (but you should know)

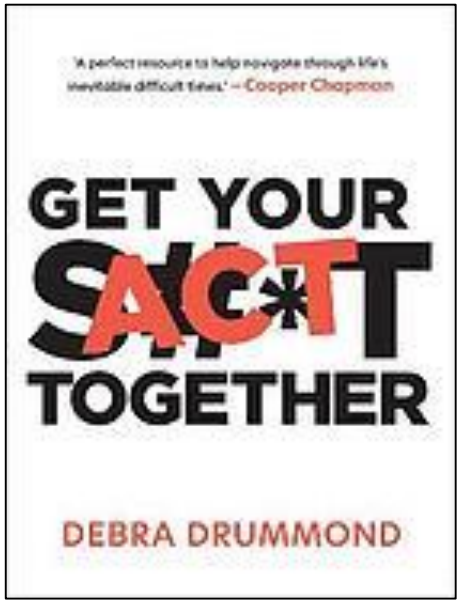
- identifying a research problem / topic
- situating the study in current knowledge
- critiquing and developing a study methodology
- working through a Brock Research Ethics protocol
- collecting and analyzing data
- preparing a research report and formal presentation of findings
- creating an annotated bibliography

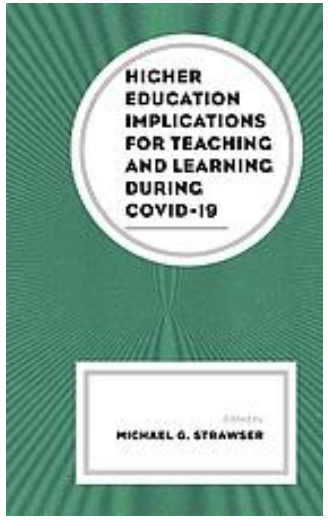
BOOKS/EBOOKS

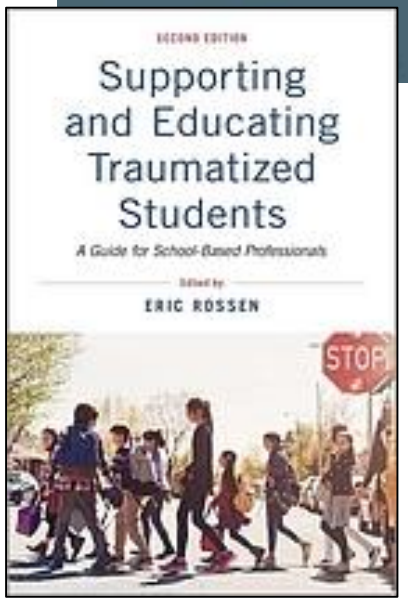


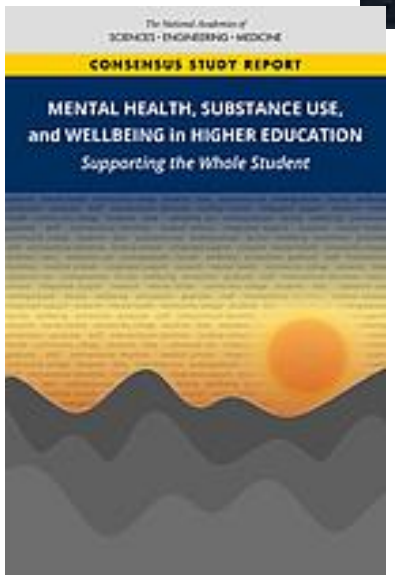


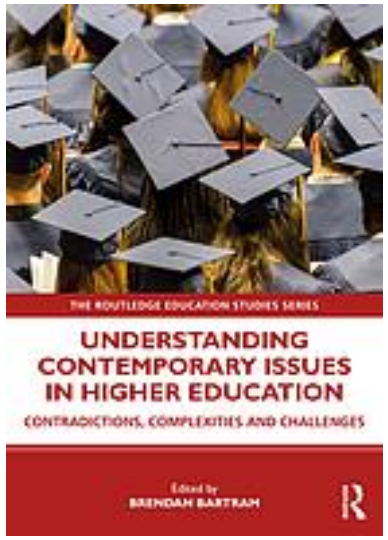


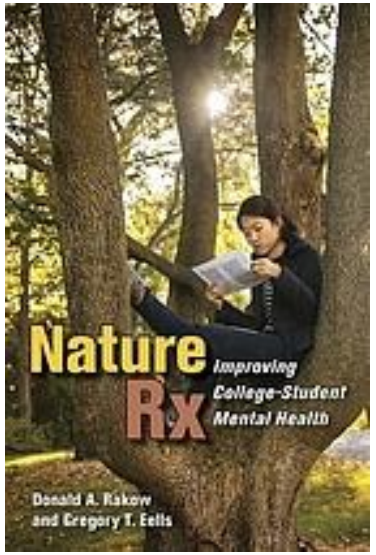


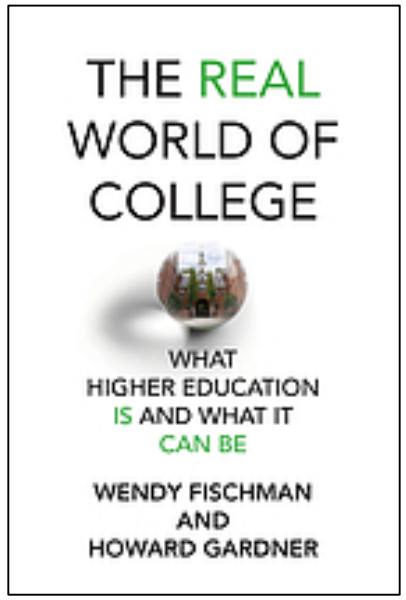












NEWS

Data on COVID-19 Discussed by a Researcher at University of Toronto (A Qualitative Investigation of the Positive and Negative Impacts of the COVID-19 Pandemic on Post-Secondary Students' Mental Health and Well-Being)

Copy Citation

NewsRx COVID-19 Daily

September 7, 2022 Wednesday

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NewsRx

Section: CORONAVIRUS - COVID-19

Length: 499 words

Body

2022 SEP 07 (NewsRx) -- By a News Reporter-Staff News Editor at NewsRx COVID-19 Daily -- Research findings on COVID-19 are discussed in a new report. According to news reporting from To
stated, "Evidence suggests that post-secondary students without pre-existing mental health concerns may have experienced worsening mental health during the COVID-19 pandemic, relative to

Funders for this research include Social Sciences And Humanities Research Council of Canada.
The news reporters obtained a quote from the research from University of Toronto: "To clarify the psychological impacts of the pandemic, and elucidate why differences may exist among students
adults enrolled in university. Using directed content analysis, eight themes were identified: three more common among students with pre-existing mental health concerns, three more common ar
concerns, and two shared. Although all students experienced novel stressors during the pandemic, students without pre-existing mental health concerns reported greater increases in social and a
existing mental health concerns."
According to the news editors, the research concluded: "Students with pre-existing mental health concerns also leveraged existing coping repertoires, which further supported their ability to man
how postsecondary institutions can bolster student well-being."
For more information on this research see: A Qualitative Investigation of the Positive and Negative Impacts of the COVID-19 Pandemic on Post-Secondary Students' Mental Health and Well-Being
Emerging Adulthood is SAGE Publications.
A free version of this journal article is available at https://doi.org/10.1177/21676968221121590.
Our news journalists report that more information may be obtained by contacting Lexi Ewing, Applied Psychology and Human Development, Ontario Institute for Studies in Education, University
for this research include Chloe A. Hamza, Kaylea Walsh, Abby L. Goldstein, Nancy L. Heath.
ORCID is an identifier for authors and includes bibliographic information. The following is ORCID information for the authors of this research: Lexi Ewing (orcid.org/0000-0001-6316-5062), Abby
Keywords for this news article include: University of Toronto, Toronto, Canada, North and Central America, COVID-19, Coronavirus, Epidemiology, Health and Medicine, Mental Health Diseases an
Severe Acute Respiratory Syndrome Coronavirus 2, Viral, Virology.
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Duke University: Pandemic Amplified Existing Youth Mental Health Crisis

Export Citation

Targeted News Service

July 14, 2022 Thursday 9:10 AM EST

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Length: 2356 words

Byline: Targeted News Service

Dateline: DURHAM, North Carolina

Body

Duke **University** issued the following news:

By Eric Ferreri

The pandemic has only amplified an already alarming mental health crisis among the nation's young people - but there are ways for parents and communities to help, three Duke experts said Wednesday.

Teens - a population already in peril before COVID-19 arrived - have struggled mightily under the weight of isolation, disconnection and the myriad family, financial and other problems prompted by the pandemic.

But parents can look for warning signs both in their kids and themselves, experts said Wednesday in a virtual briefing for journalists.

The three scholars, all with extensive backgrounds in adolescent mental health care, spoke on many topics. (Replay the briefing on YouTube https://www.youtube.com/watch?v=_xfdRs58lzE.)

Here are excerpts:

ON THE SERIOUSNESS OF ADOLESCENT SUICIDE

Dr. Nathan Copeland, child and adolescent psychiatrist

"More kids killed themselves in 2019 than at any point in American history. But the trends we were seeing were uneven. There were certain groups that were being harmed more by suicide. There were certain groups that we were seeing the rates increasing faster than others. In America, that was Black youth. Where we were seeing things like systemic racism and how it was impacting Black youth, we were seeing that rate increase faster for Black youth than for any other demographic."

DEFINITIONS & BACKGROUND INFORMATION

A Dictionary of Public Health (2 ed.)

Miquel Porta and John M. Last

Publisher: Oxford University Press
Current Online Version: 2018
Published online: 2018
eISBN: 9780191844386

Porta, M. mental health. In Last, J. (Ed.), A Dictionary of Public Health. : Oxford University Press. Retrieved 13 Sep. 2022, from https://www.oxfordreference.com/view/10.1093/acref/9780191844386.001.0001/acref-9780191844386-e-2812.

mental health (mental hygiene)

The branch of health care and public health concerned with prevention and control of diseases of the mind. It is classified as conditions in which brain function is affected from birth or as a consequence of environmental or other factors that operate after birth. It includes various levels of mental retardation; conditions in which the affected person retains intellectual contact with the real world, loosely classified as neuroses; conditions in which the affected person lives in a world that has lost contact with reality, loosely classified as psychoses (*see* PSYCHOSIS); and conditions in which the affected person's previously intact intellectual and emotional functions are lost, progressively or suddenly, loosely classified as dementia.

CHAPTER

18 Ethics in Mental Health Care: A Public Health Perspective

Richard J. Bonnie, Heather Zelle

https://doi.org/10.1093/oxfordhb/9780190245191.013.21 Pages 205–218
Published: 08 January 2019

Abstract

This chapter explores ethical issues in mental health policy from a public health perspective, with a focus on the United States. Ethical discourse about mental health treatment has typically focused on paradigmatic concepts of individual autonomy, competence, paternalism, and appropriate justifications for overriding individual decision-making and restricting individual liberty. This chapter focuses on overarching ethical challenges in mental health policy at the population level—enhancing access of persons with mental illness to preventive services and community supports, and facilitating their successful community integration. Achieving these goals can reduce the need for coercion and ameliorate the social burden and stigma of mental illness. Shifting ethical discourse t level is an important step in the continuing transformation of mental health care and twenty-first century.

Keywords: mental illness, access to services, autonomy, paternalism, stigma, coercion, ethics

Subject: Social and Political Philosophy, Moral Philosophy, Philosophy

Series: Oxford Handbooks

Introduction

MENTAL illness is a broad term encompassing a wide range of problems, and it requires an open-ended definition.[1] Mental illness is "generally characterized by some combination of abnormal thoughts, emotions, behavior and relationships with others" (WHO, 2013, 38). More specifically,

> A mental disorder is a syndrome characterized by clinically significant disturbance in an individual's cognition, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological, or developmental processes underlying mental functioning. Mental disorders are usually associated with significant distress or disability in social, occupational, or

Bonnie, Richard J., and Heather Zelle, 'Ethics in Mental Health Care: A Public Health Perspective', in Anna C. Mastroianni, Jeffrey P. Kahn, and Nancy E. Kass (eds), *The Oxford Handbook of Public Health Ethics*, Oxford Handbooks (2019; Oxford Academic, 8 Jan. 2019), https://doi.org/10.1093/oxfordhb/9780190245191.013.21, accessed 13 Sept. 2022.

Mental health

Mental health refers to an individual's emotional, psychological and social well-being, characterized by self-acceptance and feelings of emotional security.

Mental health is the combination of your psychological, emotional, and social well-being; it affects how one feels, thinks, and acts and can affect how one handles stress, makes choices, and relates to others. Mental health is influenced by a variety of factors, including life experience, use of alcohol and/or drugs, family history of mental health problems, and brain chemistry or other biological factors.

Mental health problems are common. According to the National Alliance on Mental Illness (NAMI), about one in five adults in the United States experience mental illness every year. Mental health changes over time and can be linked to a specific situation. A particularly stressful or demanding period, such as working long hours, taking care of an ill relative, or experiencing economic hardship, may cause some form of poor mental health.

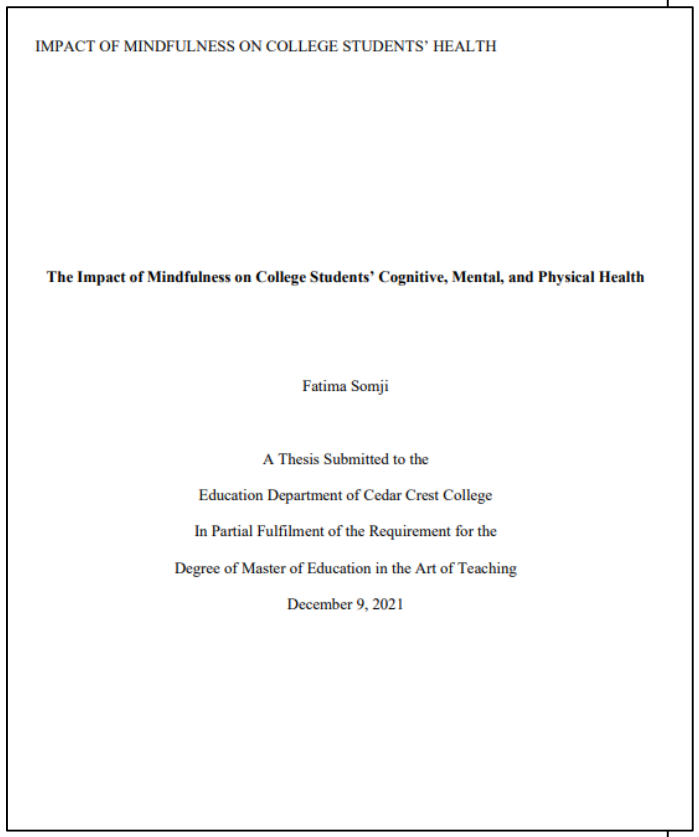
If one's mental health is affecting one negatively, help is available in many forms, by talking to a loved one, telling the doctor about problems, or reaching out to a mental health professional online or in person. For immediate help, call 911, the National Suicide Prevention Lifeline (800-273-8255), the Veterans Crisis Line (800-273-8255, press 1), or live chat online with the National Suicide Prevention Lifeline (https://suicidepreventionlifeline.org/chat/).

Mental health and overall health

The mind-and-body connection is extensive and complex, and mental health directly influences physical

Mental Health. (2022). In J. L. Longe (Ed.), *The Gale Encyclopedia of Psychology* (4th ed., Vol. 2, pp. 784-786). Gale. https://link.gale.com/apps/doc/CX8273700520/GVRL?u=st46245&sid=bookmark-GVRL&xid=b8323320

THESES & DISSERTATIONS



IMPACT OF MINDFULNESS ON COLLEGE STUDENTS' HEALTH

The Impact of Mindfulness on College Students' Cognitive, Mental, and Physical Health

Fatima Somji

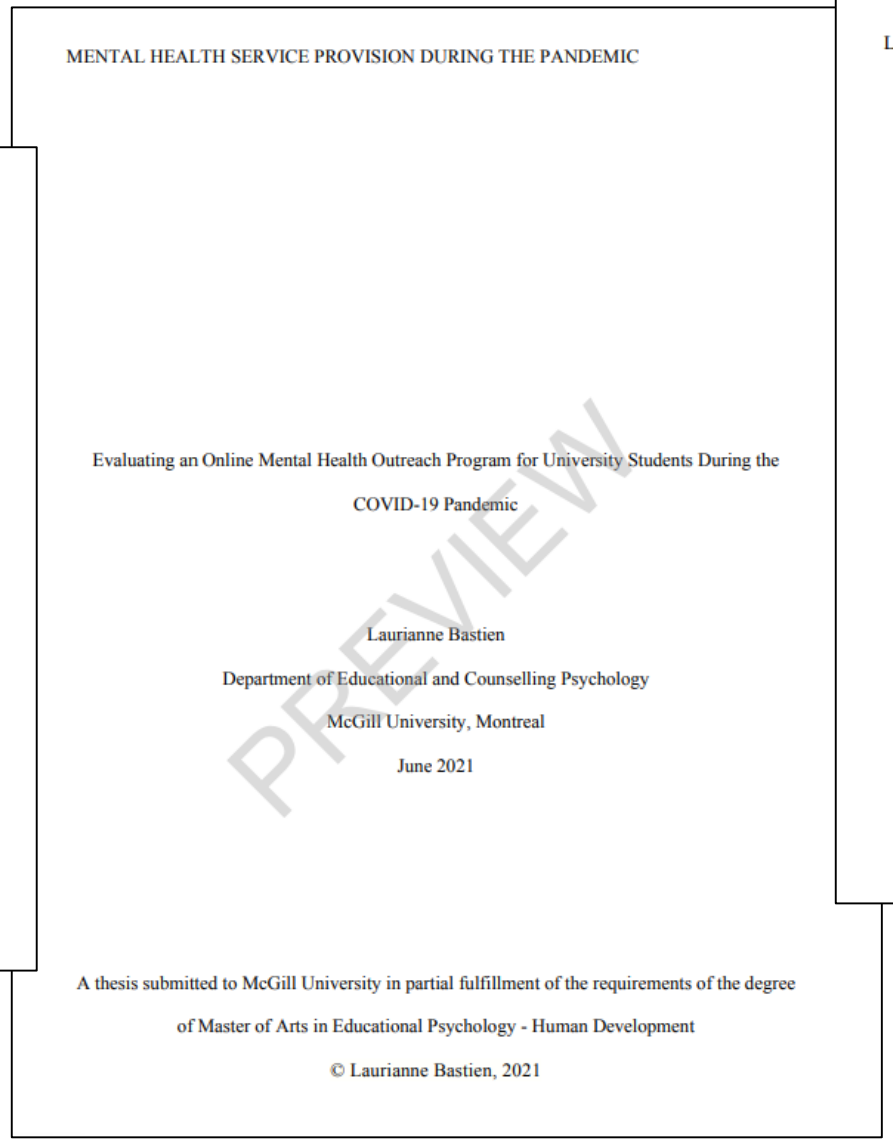
A Thesis Submitted to the

Education Department of Cedar Crest College

In Partial Fulfilment of the Requirement for the

Degree of Master of Education in the Art of Teaching

December 9, 2021



MENTAL HEALTH SERVICE PROVISION DURING THE PANDEMIC

Evaluating an Online Mental Health Outreach Program for University Students During the COVID-19 Pandemic

PREVIEW

Laurianne Bastien

Department of Educational and Counselling Psychology

McGill University, Montreal

June 2021

A thesis submitted to McGill University in partial fulfillment of the requirements of the degree of Master of Arts in Educational Psychology - Human Development

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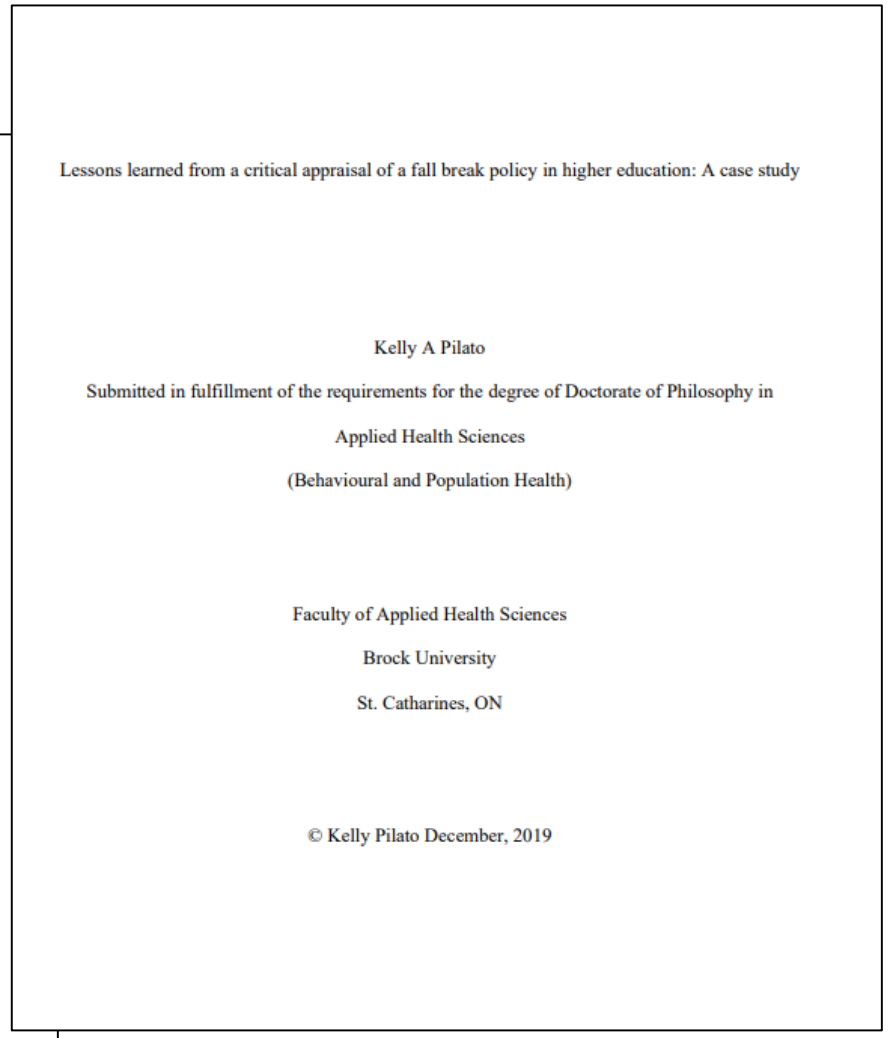


Lessons learned from a critical appraisal of a fall break policy in higher education: A case study

Kelly A Pilato

Submitted in fulfillment of the requirements for the degree of Doctorate of Philosophy in

Applied Health Sciences

(Behavioural and Population Health)

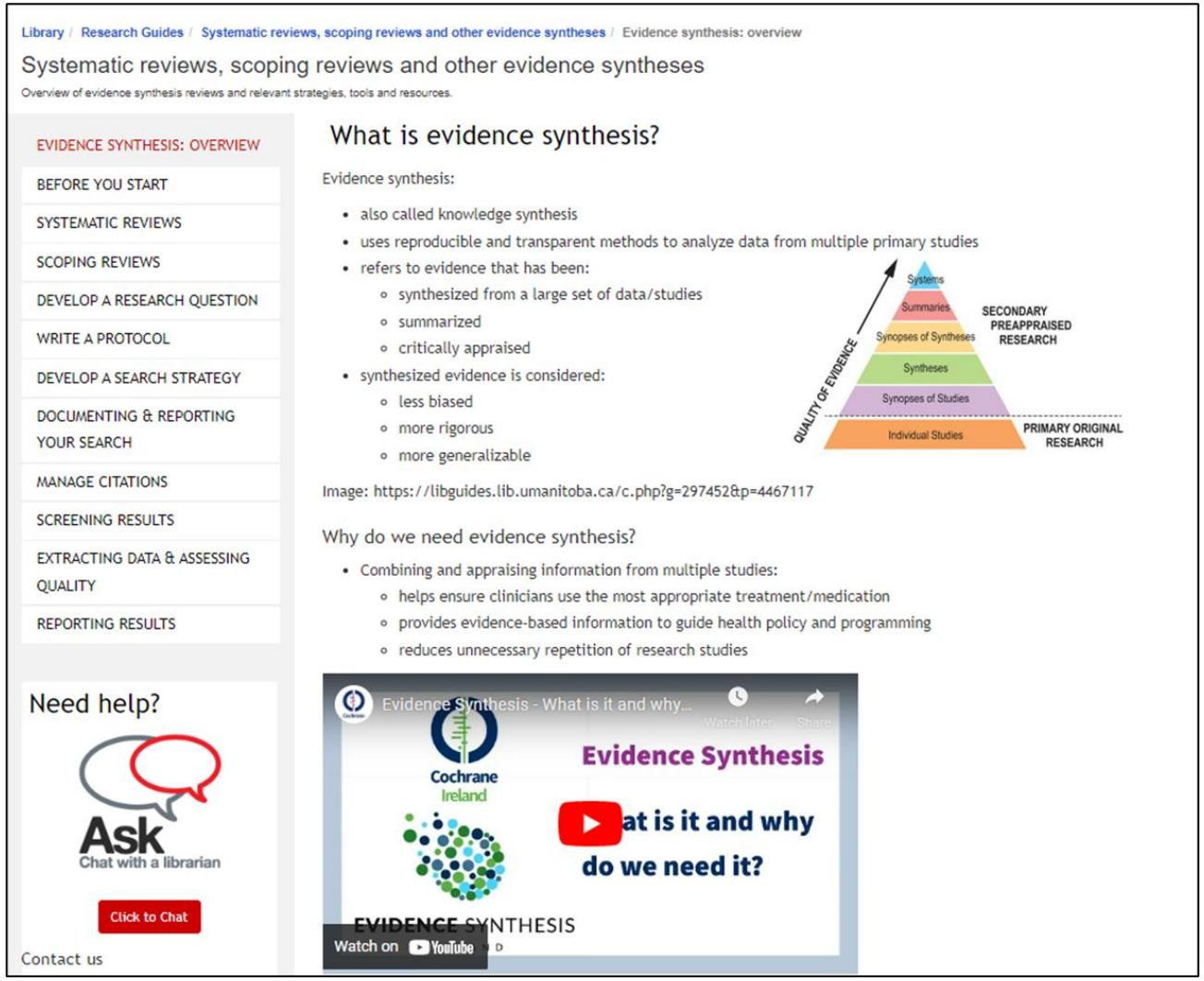
Faculty of Applied Health Sciences

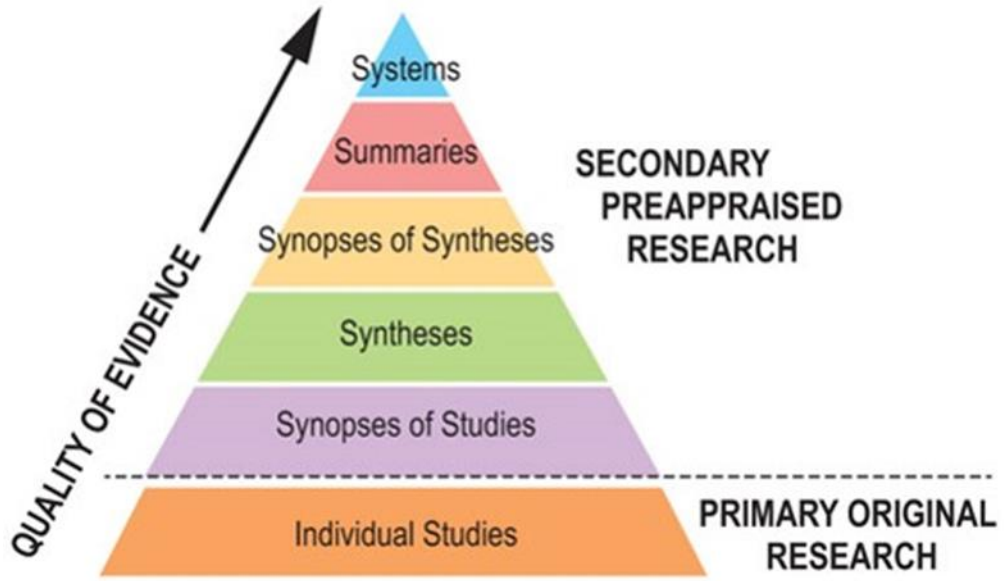
Brock University

St. Catharines, ON

© Kelly Pilato December, 2019

EVIDENCE SYNTHESIS & REVIEWS





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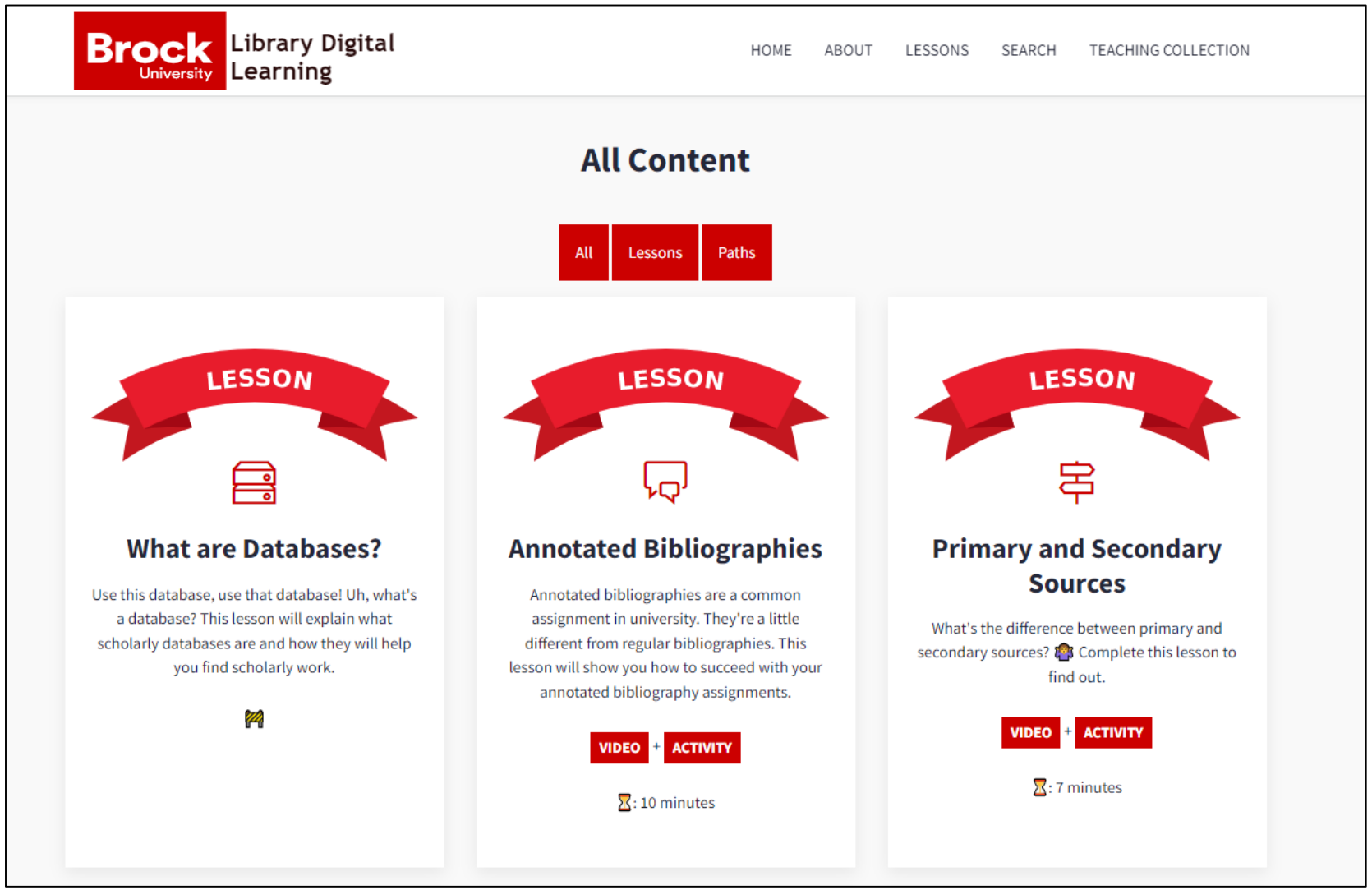
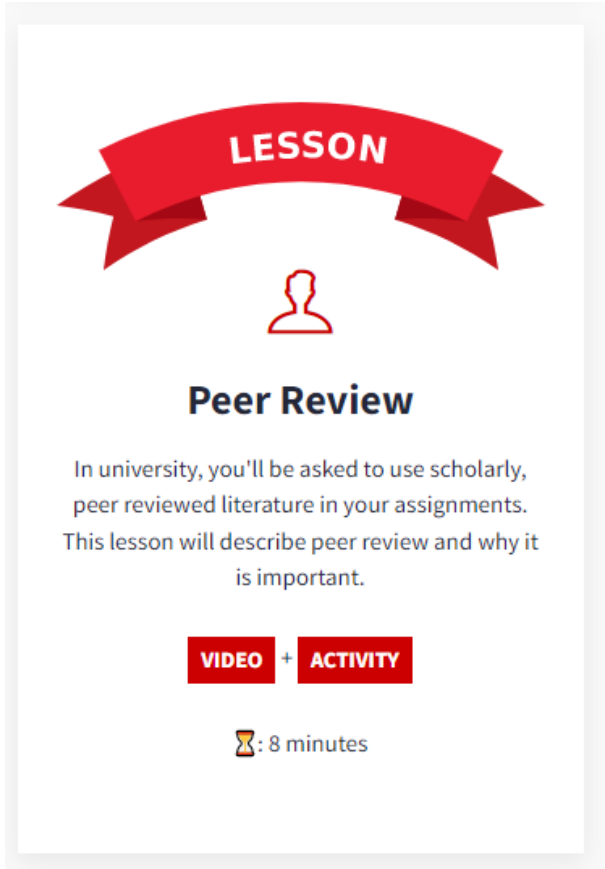
news, statistics, data, opinion, blogs, magazines, trade, occupational, society, government, theses, books/ebooks, dissertations, think tanks, policy papers, findings, speeches, Linkedin, ResearchGate, ORCiD, academia.edu…

Scholarly peer-reviewed articles

https://brocktnl.github.io/lessons/





Is this a peer scholarly-reviewed article?

Pilato, K. A., Law, M. P., Hay, J. A., Narushima, M., & Moore, S. A. (2022). Stress testing the university fall break policy: Understanding the impact on student mental health. Canadian Journal of Higher Education, 52(1), 70–82. https://doi.org/10.47678/cjhe.v52i1.189453

STRESS TESTING THE UNIVERSITY FALL BREAK POLICY: UNDERSTANDING THE IMPACT ON STUDENT MENTAL HEALTH

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MADELYN P. LAW
BROCK UNIVERSITY

JOHN A. HAY
BROCK UNIVERSITY

MIYA NARUSHIMA
BROCK UNIVERSITY

SHANNON A. MOORE
BROCK UNIVERSITY

Abstract

Attempting to support student mental health, many Canadian universities have implemented a fall break with the assumption it would be helpful in alleviating students' stress and anxiety. However, there is no baseline data regarding stress level or mental illness burden of students to understand its effectiveness. Using case study methodology with mixed methods, this research sought to appraise, given a lack of baseline data, the impact of a fall break on student mental health. While the surveys revealed that students overwhelmingly liked the break and perceived it to reduce their school related stress, the focus groups revealed key insights into understanding stress and coping among university students about how students like to de-stress that have practical implications for any policy aimed at promoting students' mental wellness. This research offers practical policy suggestions to help post-secondary institutions determine whether a fall break week can be effective in addressing students' stress and anxiety.

Keywords: fall break, mental health, stress, policy evaluation, higher education

Résumé

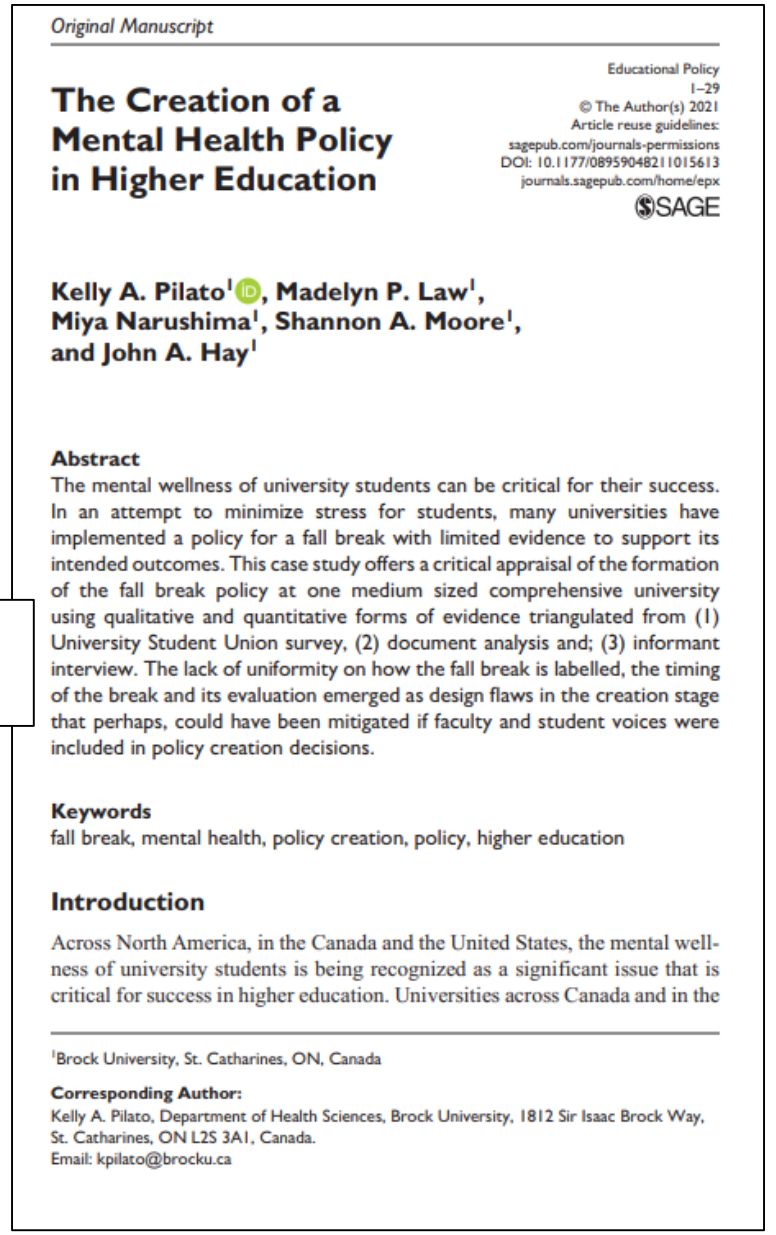
soutenir la santé mentale des étudiants, des universités canadiennes ont instauré un congé d'automne visant à atténuer ress et l'anxiété. Toutefois, il n'existe aucune donnée sur le niveau de stress ou le fardeau de la maladie mentale chez tudiants. Avec la méthodologie d'une étude de cas et une combinaison d'approches, cette étude visait à évaluer les s du congé sur la santé mentale des étudiants. D'après les enquêtes, le congé est apprécié de la majorité des étudiants, onsidèrent qu'il permet de réduire le stress lié aux études. Les groupes de discussion ont révélé des éléments clés sur ress et sa gestion chez les étudiants, qui ont des incidences pratiques sur toute politique sur le mieux-être mental des étudiants. L'étude offre des suggestions de politiques pour aider les établissements postsecondaires à déterminer l'efficacité d'une semaine de congé dans la réduction du stress et de l'anxiété des étudiants.

Mots-clés : congé d'automne, santé mentale, stress, évaluation des politiques, enseignement supérieur

Introduction

It appears that the prevalence, severity, and persistence of mental health issues is increasing across North American post-secondary campuses with university and college students now viewed as a high-risk population (Linden & Stuart, 2020; Porter, 2019). Students increasingly report greater levels of stress and anxiety (Xiao et al., 2017) and cases of resulting suicides are well publicized. As mental illness often develops between the ages of 15 and 24 (Eisenberg et al., 2007), post-secondary students are a particular at-risk group. With 2.1 million part- and full-time

Pilato, K. A., Law, M. P., Narushima, M., Moore, S. A., & Hay, J. A. (2021). The creation of a mental health policy in higher education. *Educational Policy*, 089590482110156. https://doi.org/10.1177/08959048211015613



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Educational Policy
1–29
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The Creation of a Mental Health Policy in Higher Education

Kelly A. Pilato[1], Madelyn P. Law[1], Miya Narushima[1], Shannon A. Moore[1], and John A. Hay[1]

Abstract

The mental wellness of university students can be critical for their success. In an attempt to minimize stress for students, many universities have implemented a policy for a fall break with limited evidence to support its intended outcomes. This case study offers a critical appraisal of the formation of the fall break policy at one medium sized comprehensive university using qualitative and quantitative forms of evidence triangulated from (1) University Student Union survey, (2) document analysis and; (3) informant interview. The lack of uniformity on how the fall break is labelled, the timing of the break and its evaluation emerged as design flaws in the creation stage that perhaps, could have been mitigated if faculty and student voices were included in policy creation decisions.

Keywords

fall break, mental health, policy creation, policy, higher education

Introduction

Across North America, in the Canada and the United States, the mental wellness of university students is being recognized as a significant issue that is critical for success in higher education. Universities across Canada and in the

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Email: kpilato@brocku.ca

Table 3. Major Themes and Sub Themes.

Theme	Sub theme	
Policy decisions	Policy considerations	Ratio Imple Evalu Label Vote
Policy actors	Major actors	Regis Senat
	Minor actors	Asso

the policy design, implementation and its evalu
was voted in and also how it was labelled. An
decisions includes additional policy supports th

Policy considerations. Policy considerations incl
ation of the fall break policy. This involves th
information that was considered in policy dec
and evaluation logistics. Initially, one member
reak that was circu
tes, September 20
a member of USA
break that was als
8, 2012). Before th
s had to be exami
break. Part of thes
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decisions were inf
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by students who w
written assignmen
2). It was also sug
l which are espec
November 8, 20
for the break wa
luded: a Canadian

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author(s) disclosed receipt of the following financial support for the research, authorship, and/or publication of this article: Support for this study came from an internal Student Services operating grant. The funders had no role in study design, data collection and analysis, decision to publish, or preparation of the manuscript.

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References

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Azline, A., Khairul Anuar, A., Iszaid, I., Syahira, S., Hisham Awad, A., & Muhamad Hanafiah, J. (2018). Policy arena of health policy-making process in developing countries. *International Journal of Public Health and Clinical Sciences*, *5*(3), 32–48.

context has an impact on which decisions are thought best
making process (Howlett et al., 2009). Understanding this c
to tell the story of what influenced the types of decisions ma
process. The nature of decisions in health policy are influe
(Dobrow et al., 2004). This is also true in educational poli
Mowbray, 2005). Part of the decision-making stage needs to l
around the policy, the choices in a given situation, and the po
of the actors participating (Hanney et al., 2003). One way of
look at the context in which the policy decision was made.

Methodology

This case study offers a critical appraisal of the formation o
policy at medium sized comprehensive university using both
quantitative forms of evidence. In case study evaluations a
quantitative and qualitative data sources that includes both r
pretive perspectives can be used (Yin, 2014). As such, this
analysis of data collected from a 1) University Student Unio
conducted in the spring of 2013, 2) qualitative data from do
and; 3) an informant interview which are then analyzed and
understand how they relate to Howlett et al.'s (2009) format
policy cycle. Documents are unobtrusive and can be used
research to provide a more accurate reflection of behavior, al
to see a behaviour for themselves, are safe for researchers and
provide easier access since there is no human contact involve
2013). A variety of documents were used in this research. Ta
the documents that were included as data. Sequentially, an i
view was conducted in order to corroborate the emergent th
document and archival records in order to more fully gather
on the fall break policy formation. Sampling for the informan
in order to purposefully align the data to the research quest
tives (Tracy, 2013). As such, Student Senate committee m
members Administrators, appropriate faculty and others that
mants in the policy formation process were invited to particip
mant interviews to allow for rich, thick data to be obtained.

Methods

Data was inputted and analyzed from an online University Student Union (USU) survey (Survey 1) conducted at the end of the 2012/2013 academic year, prior to the 2013/2014 fall reading week. The analysis focused on three

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Keywords

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Kelly A. Pilato, Department of Health Sciences, Brock University, 1812 Sir Isaac Brock Way, St. Catharines, ON L2S 3A1, Canada.
Email: kpilato@brocku.ca

What is your research question / topic?

What makes a good research question / topic?

A “good” research question / topic is…

- Clearly defined
- “operationalizable” (easy to translate into a strategy for searching the literature)
- Informed by knowledge of the subject area
- Supported by background evidence
- Not answered by an existing or current research study or review
- Is interesting, novel, ethical and relevant.

What is the impact of COVID-19 on student mental health and related services in Ontario universities?

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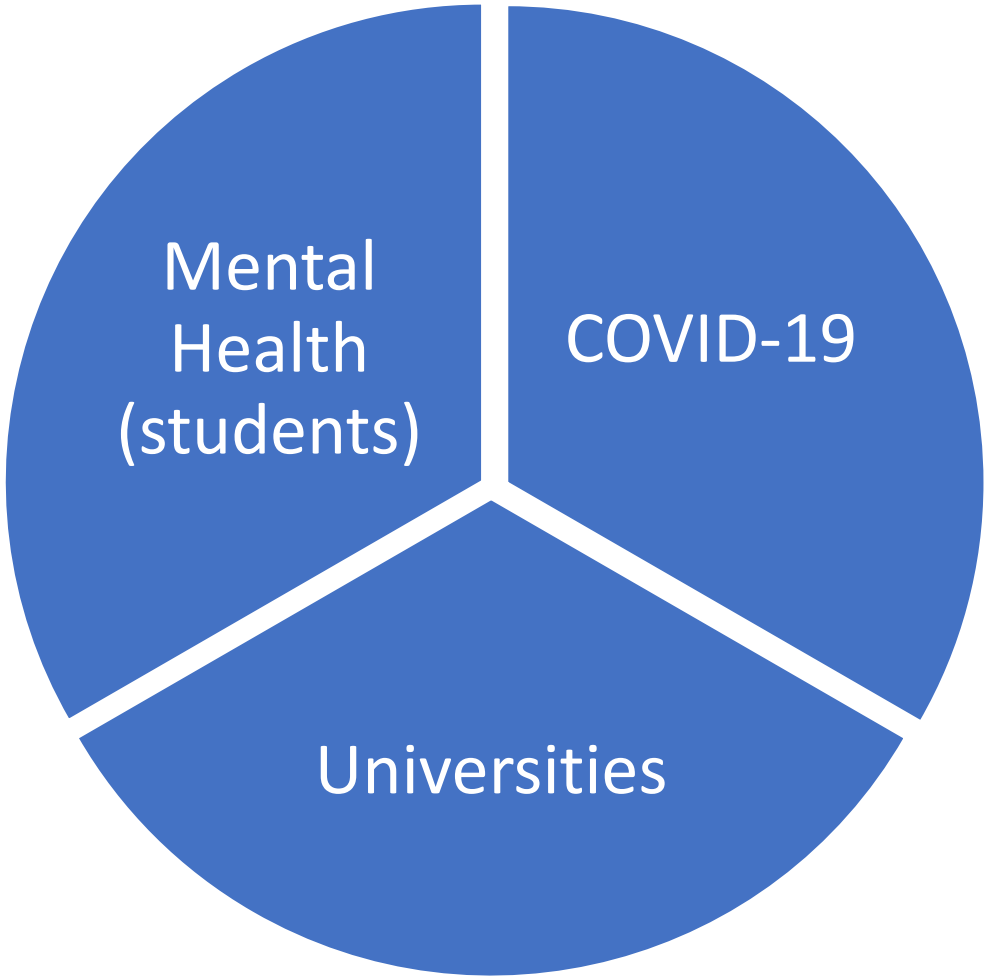
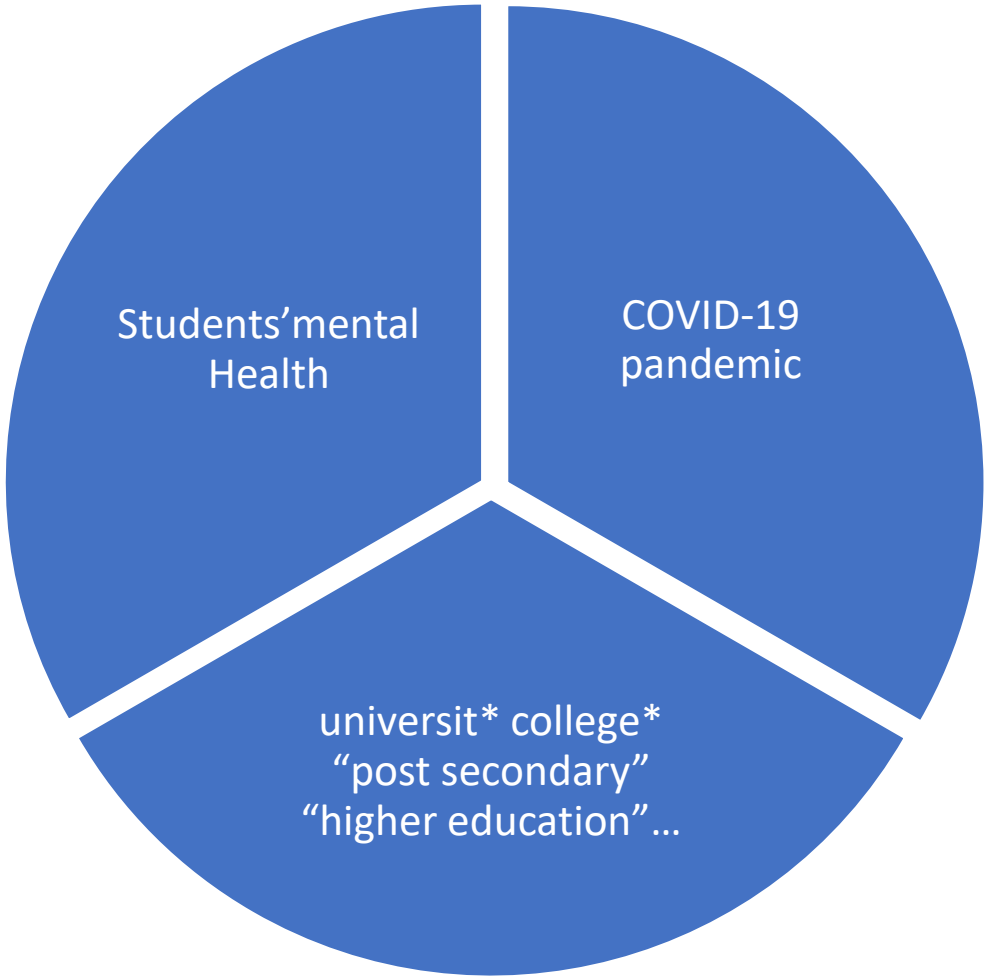
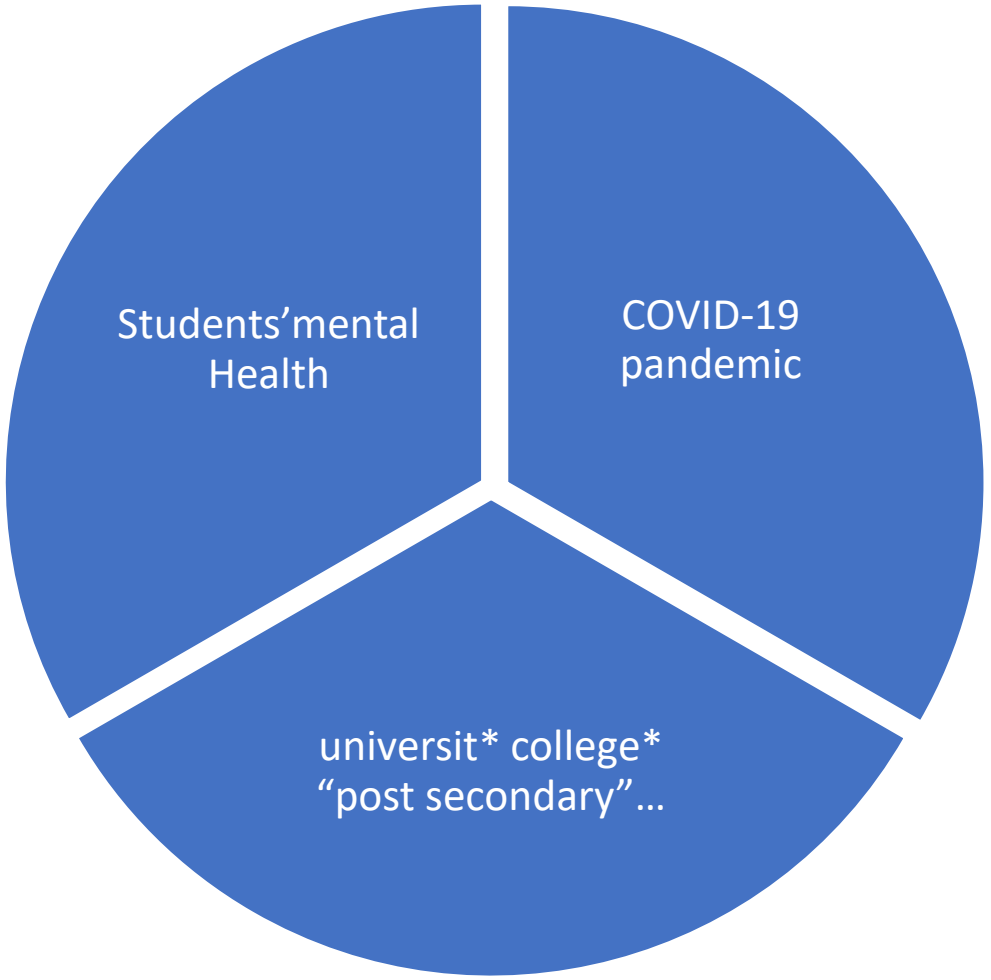


What is the impact of COVID-19 on student mental health and related services in Ontario universities?



What is the impact of COVID-19 on student mental health and related services in Ontario universities?



Currency of information
Language
Discipline
Format

Ontario…
services…
impact…

What is the impact of COVID-19 on student mental health and related services in Ontario universities?

Currency of information
Language
Discipline
Format

Ontario…
services…
impact…

1. student* w/3 “mental health”

AND

2. COVID or pandemic

AND

3. universit* or college* or “post secondary” or postsecondary or “higher education”

What are the barriers to implementing school-based physical inclusion activities for students with disabilities in Ontario?

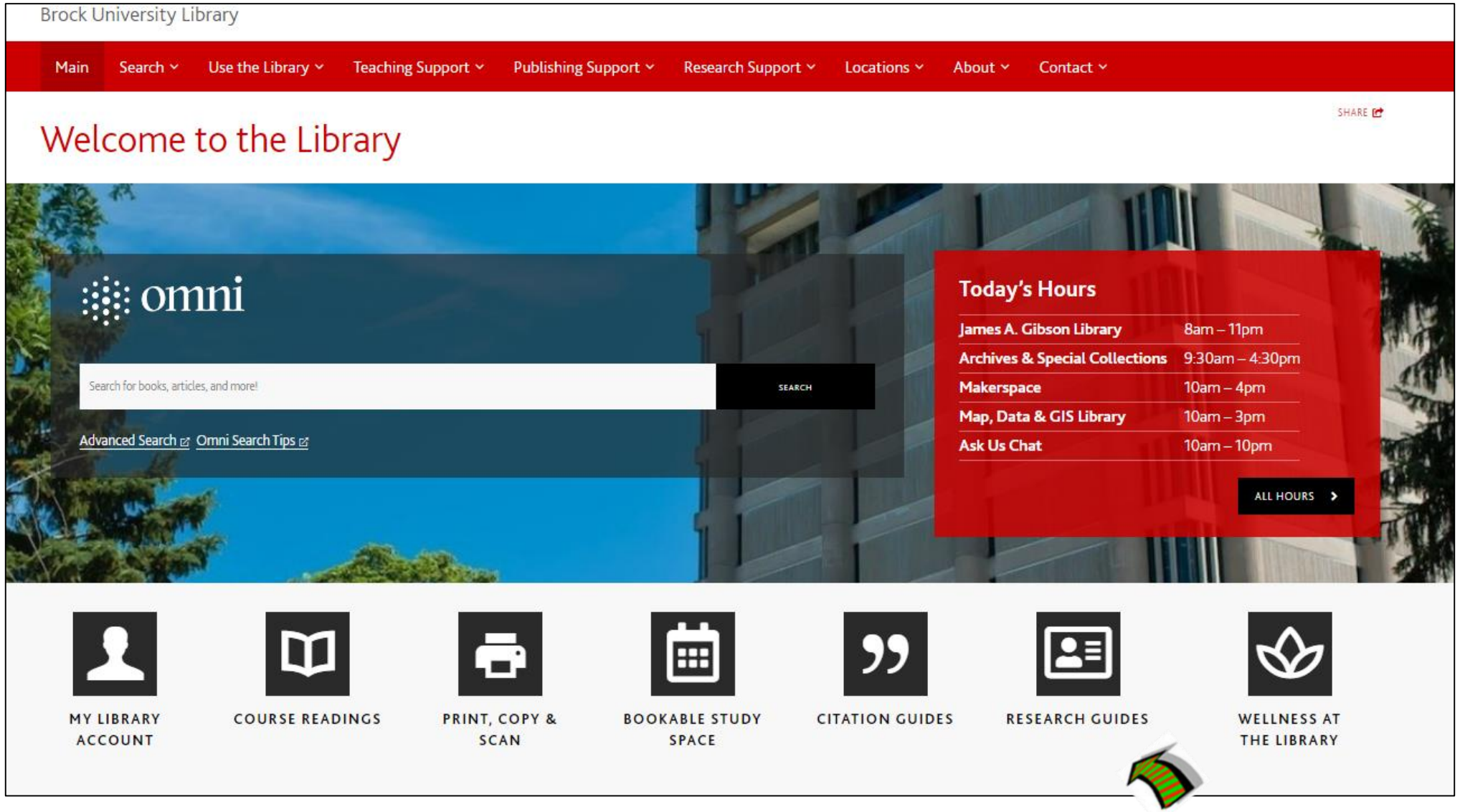
student* w/3 “mental health”
AND
COVID or pandemic
AND
universit* or college* or “post secondary” or postsecondary or “higher education”

Language = English
Date = 2000+
Format = peer reviewed scholarly journal articles

Ontario, services, impact…

Identifying your appropriate library research guide(s)

What is your research question / topic?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Book a Consultation

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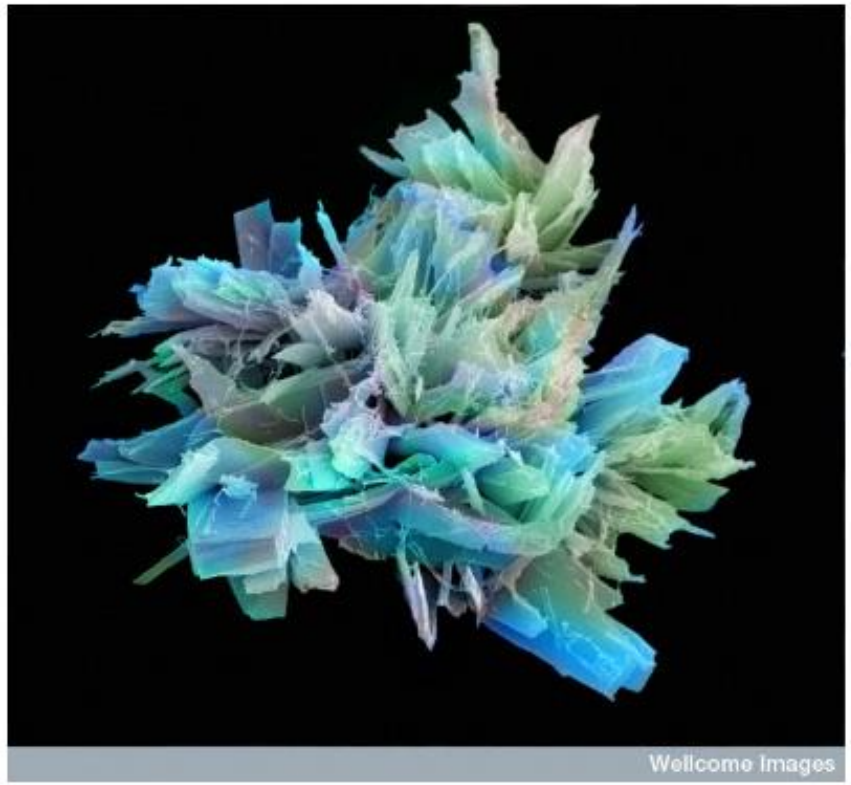

Wellcome Images

HLSC 2P00

Notes from a September 15th 2022 HLSC 2P00 Writing in the Health Sciences:

Ian's ppt presentation slides (PDF)

Databases of interest to researchers, students, faculty, and practitioners.

Brock Library databases

Core HLSC databases include: Sport Discus, Leisure Tourism, Web of Science Core Collection and MEDLINE.

Alternate and core databases that provide access to scholarly resources include: Academic Search Complete, AgeLine, CINAHL Complete, CORE, BASE, Dimensions, Directory of Open Access Journals (DOAJ), Education Source, Embase, ERIC, Evidence-Based Medical Reviews (EBM) via OVID, Google Scholar, Health Evidence, Human Kinetics, MEDLINE via OVID, MEDLINE via PubMed, MEDLINE via Web of Science Complete, Nursing & Allied Health Premium, Omni, OSF Preprints, OSF Registries, Paperity, PsycINFO, PsycTHERAPY, Scholars Portal E-Journals, SciELO, Scilit, Semantic Scholar, Web of Science Complete, Web of Science Core Collection, WorldCat, WorldWideScience.org, and Zenodo.

Backward and **forward citation databases** are popular resources to browse and identify scholarly articles that have cited a specific work to include: Dimensions, Google Scholar, PsycINFO, Semantic Scholar, and Web of Science Core Collection.

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Databases to find scholarly definitions include: Oxford Reference, Oxford Handbooks Online, Sage Knowledge, and Gale eBooks.

Identifying your appropriate library research guide(s)

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AND
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Ontario, services, impact…

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What is the impact of COVID-19 on student mental health and related services in Ontario universities?

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What is the impact of COVID-19 on student mental health and related services in Ontario universities?

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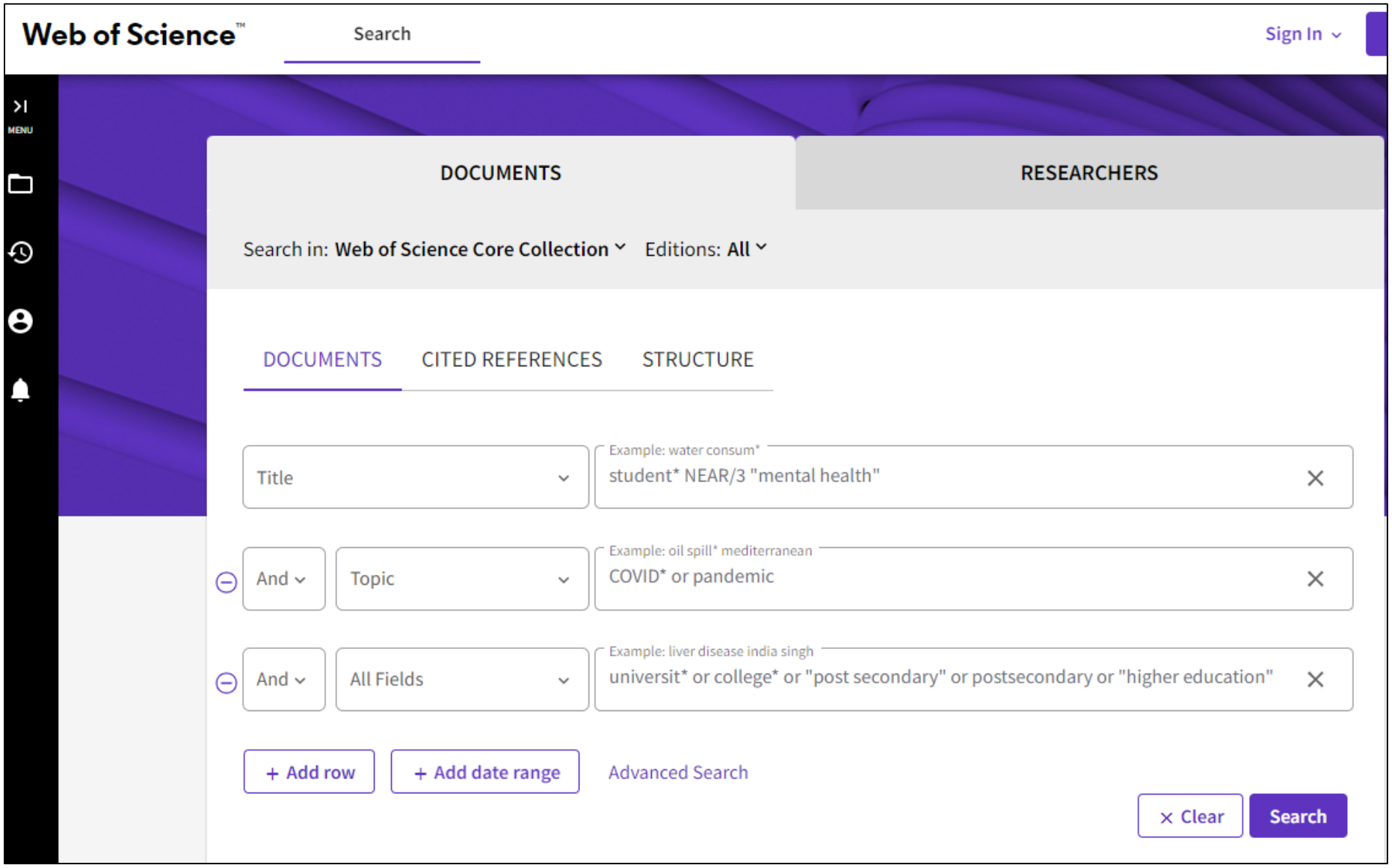
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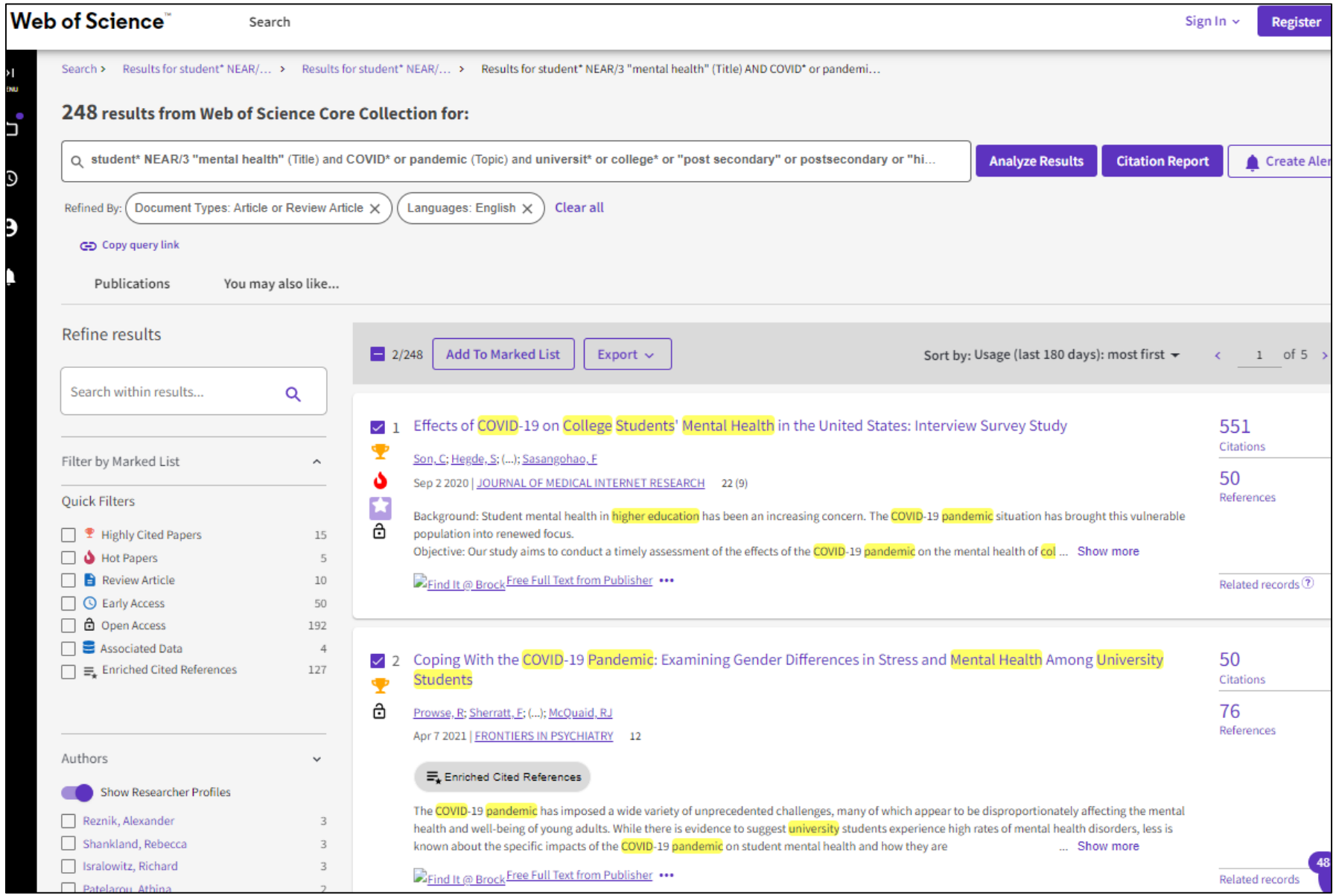
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Background: Student mental health in higher education has been an increasing concern. The COVID-19 pandemic situation has brought this vulnerable population into renewed focus.
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The COVID-19 pandemic has imposed a wide variety of unprecedented challenges, many of which appear to be disproportionately affecting the mental health and well-being of young adults. While there is evidence to suggest university students experience high rates of mental health disorders, less is known about the specific impacts of the COVID-19 pandemic on student mental health and how they are ... Show more
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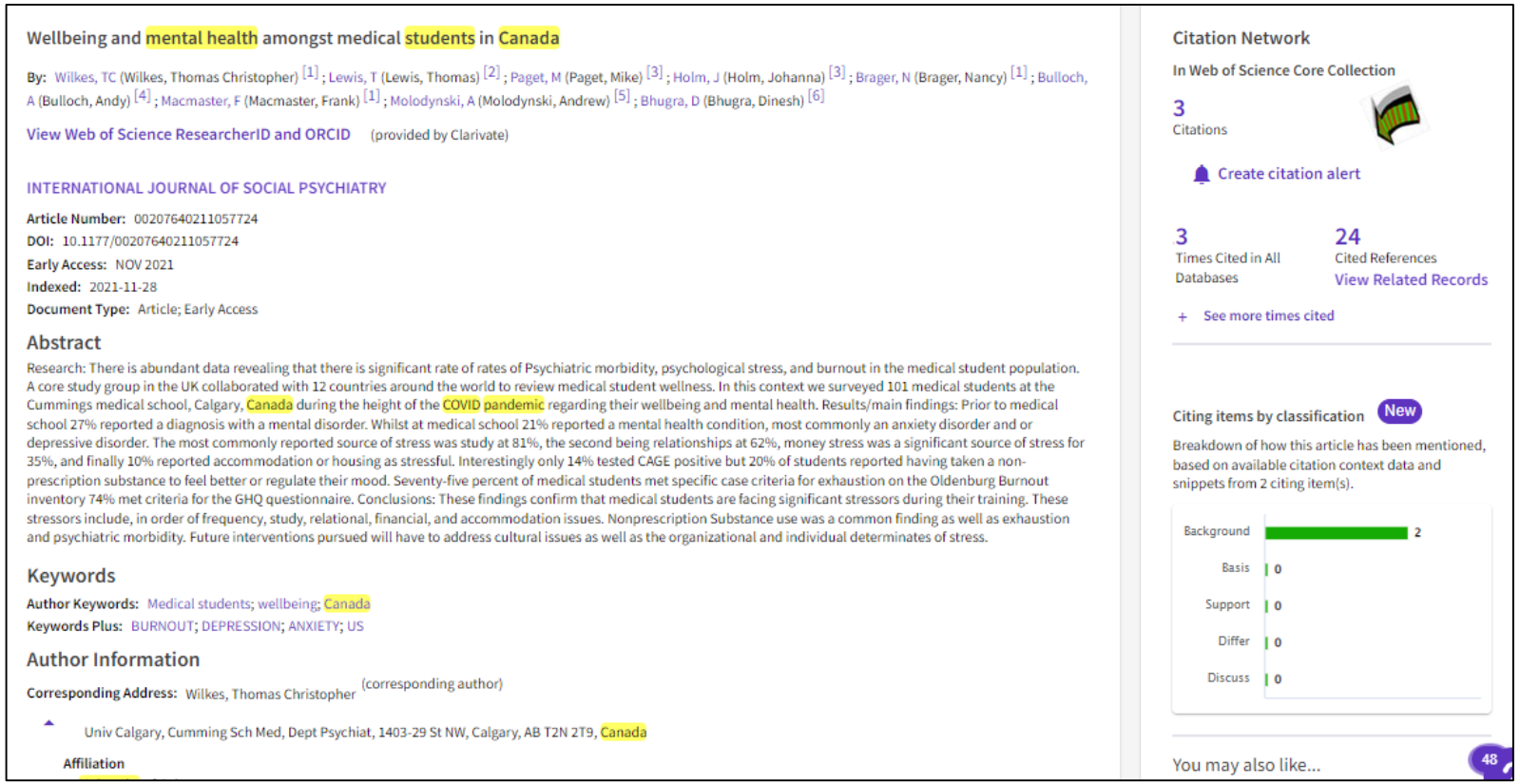

Wellbeing and mental health amongst medical students in Canada

By: Wilkes, TC (Wilkes, Thomas Christopher) [1] ; Lewis, T (Lewis, Thomas) [2] ; Paget, M (Paget, Mike) [3] ; Holm, J (Holm, Johanna) [3] ; Brager, N (Brager, Nancy) [1] ; Bulloch, A (Bulloch, Andy) [4] ; Macmaster, F (Macmaster, Frank) [1] ; Molodynski, A (Molodynski, Andrew) [5] ; Bhugra, D (Bhugra, Dinesh) [6]

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Article Number: 00207640211057724
DOI: 10.1177/00207640211057724
Early Access: NOV 2021
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Document Type: Article; Early Access

Abstract

Research: There is abundant data revealing that there is significant rate of rates of Psychiatric morbidity, psychological stress, and burnout in the medical student population. A core study group in the UK collaborated with 12 countries around the world to review medical student wellness. In this context we surveyed 101 medical students at the Cummings medical school, Calgary, Canada during the height of the COVID pandemic regarding their wellbeing and mental health. Results/main findings: Prior to medical school 27% reported a diagnosis with a mental disorder. Whilst at medical school 21% reported a mental health condition, most commonly an anxiety disorder and or depressive disorder. The most commonly reported source of stress was study at 81%, the second being relationships at 62%, money stress was a significant source of stress for 35%, and finally 10% reported accommodation or housing as stressful. Interestingly only 14% tested CAGE positive but 20% of students reported having taken a non-prescription substance to feel better or regulate their mood. Seventy-five percent of medical students met specific case criteria for exhaustion on the Oldenburg Burnout inventory 74% met criteria for the GHQ questionnaire. Conclusions: These findings confirm that medical students are facing significant stressors during their training. These stressors include, in order of frequency, study, relational, financial, and accommodation issues. Nonprescription Substance use was a common finding as well as exhaustion and psychiatric morbidity. Future interventions pursued will have to address cultural issues as well as the organizational and individual determinates of stress.

Keywords

Author Keywords: Medical students; wellbeing; Canada
Keywords Plus: BURNOUT; DEPRESSION; ANXIETY; US

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SAGE

Wellbeing and mental health amongst medical students in Canada

Thomas Christopher Wilkes[1], Thomas Lewis[2], Mike Paget[3], Johanna Holm[3], Nancy Brager[1], Andy Bulloch[4], Frank Macmaster[1], Andrew Molodynski[5] and Dinesh Bhugra[6]

Abstract

Research: There is abundant data revealing that there is significant rate of rates of Psychiatric morbidity, psychological stress, and burnout in the medical student population. A core study group in the UK collaborated with 12 countries around the world to review medical student wellness. In this context we surveyed 101 medical students at the Cummings medical school, Calgary, Canada during the height of the COVID pandemic regarding their wellbeing and mental health. **Results/main findings:** Prior to medical school 27% reported a diagnosis with a mental disorder. Whilst at medical school 21% reported a mental health condition, most commonly an anxiety disorder and or depressive disorder. The most commonly reported source of stress was study at 81%, the second being relationships at 62%, money stress was a significant source of stress for 35%, and finally 10% reported accommodation or housing as stressful. Interestingly only 14% tested CAGE positive but 20% of students reported having taken a non-prescription substance to feel better or regulate their mood. Seventy-five percent of medical students met specific case criteria for exhaustion on the Oldenburg Burnout inventory 74% met criteria for the GHQ questionnaire. **Conclusions:** These findings confirm that medical students are facing significant stressors during their training. These stressors include, in order of frequency, study, relational, financial, and accommodation issues. Nonprescription Substance use was a common finding as well as exhaustion and psychiatric morbidity. Future interventions pursued will have to address cultural issues as well as the organizational and individual determinates of stress.

Keywords
Medical students, wellbeing, Canada

Background

The core study group based in the United Kingdom completed phase one of an international study into medical student wellness, burnout, and substance use involving 12 countries and completed in late 2020 (Molodynski et al., 2021). The Canadian part of this group published findings in 2019 from a survey of 69 medical students' clearly demonstrating significant morbidity and stress in this population before the Global COVID pandemic (Wilkes et al., 2019). Now there is accumulated evidence from around the globe revealing significant rates of psychiatric morbidity, psychological stress, and burnout in the medical student population (Dyrbye et al., 2006, 2008; Saipanish, 2003; Sherina et al., 2004) and that the prevalence of depression is higher than that seen in the general population (Moir et al., 2018). These issues can harm academic performance may lead to overt psychiatric conditions (Dyrbye et al., 2006), and are associated with the use of harmful substances (Ashton & Kamali, 1995; Newbury-Birch et al., 2001), stress related academic dishonesty (Rennie & Rudland, 2003), and lessened empathy (Woloschuk et al., 2004).

This current Canadian study wanted to address the impact of COVID pandemic on the level of Psychiatric morbidity, burnout, and substance use in Calgary medical students. There is clearly an impact on education and clinical rotations when in person teaching or clinical exposure is reduced to on

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[5]Oxford Health NHS Foundation Trust, Oxford, UK
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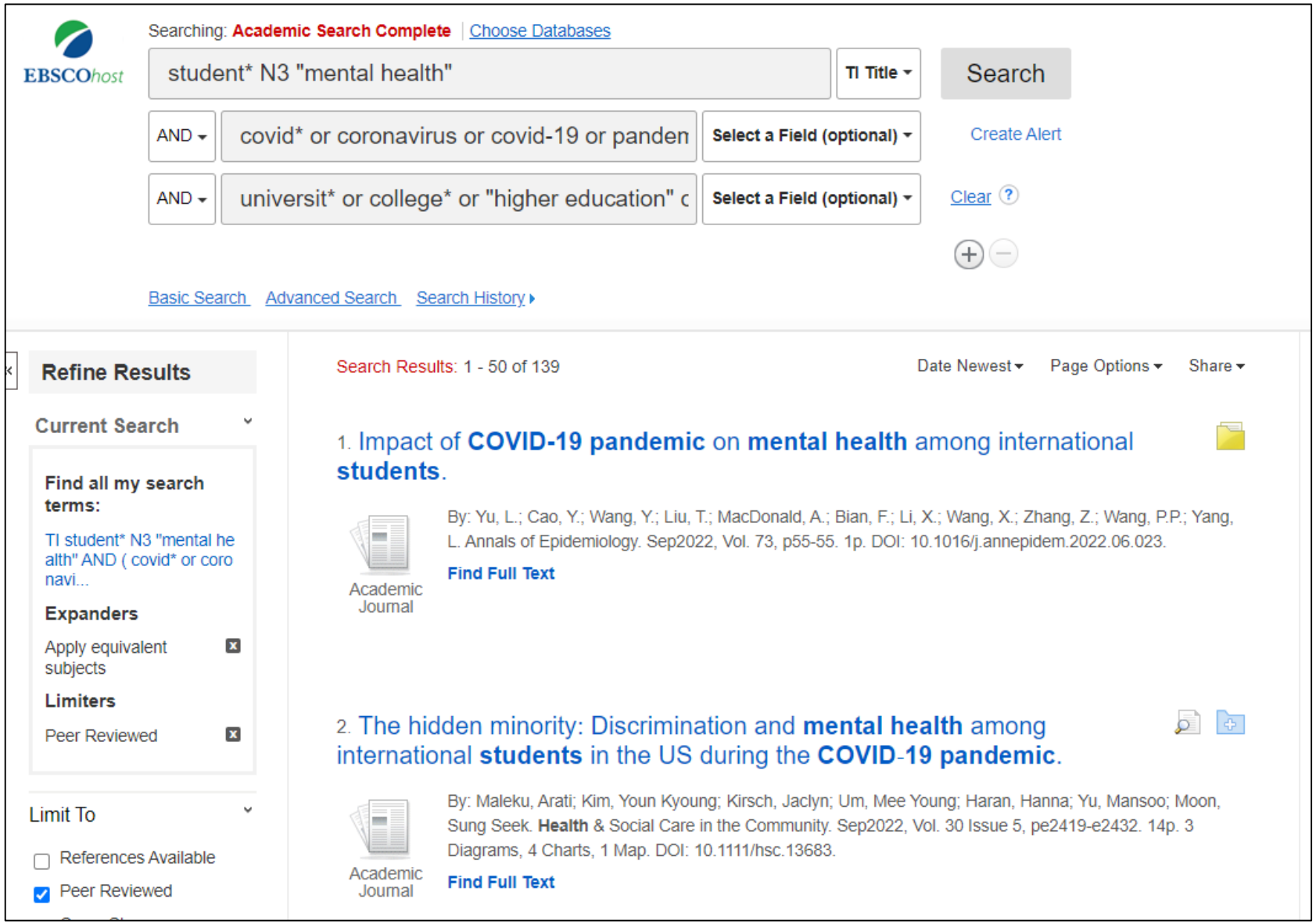
Wilkes, T. C., Lewis, T., Paget, M., Holm, J., Brager, N., Bulloch, A., Macmaster, F., Molodynski, A., & Bhugra, D. (2022). Wellbeing and mental health amongst medical students in Canada. International Journal of Social Psychiatry, 68(6), 1283–1288. https://doi.org/10.1177/00207640211057724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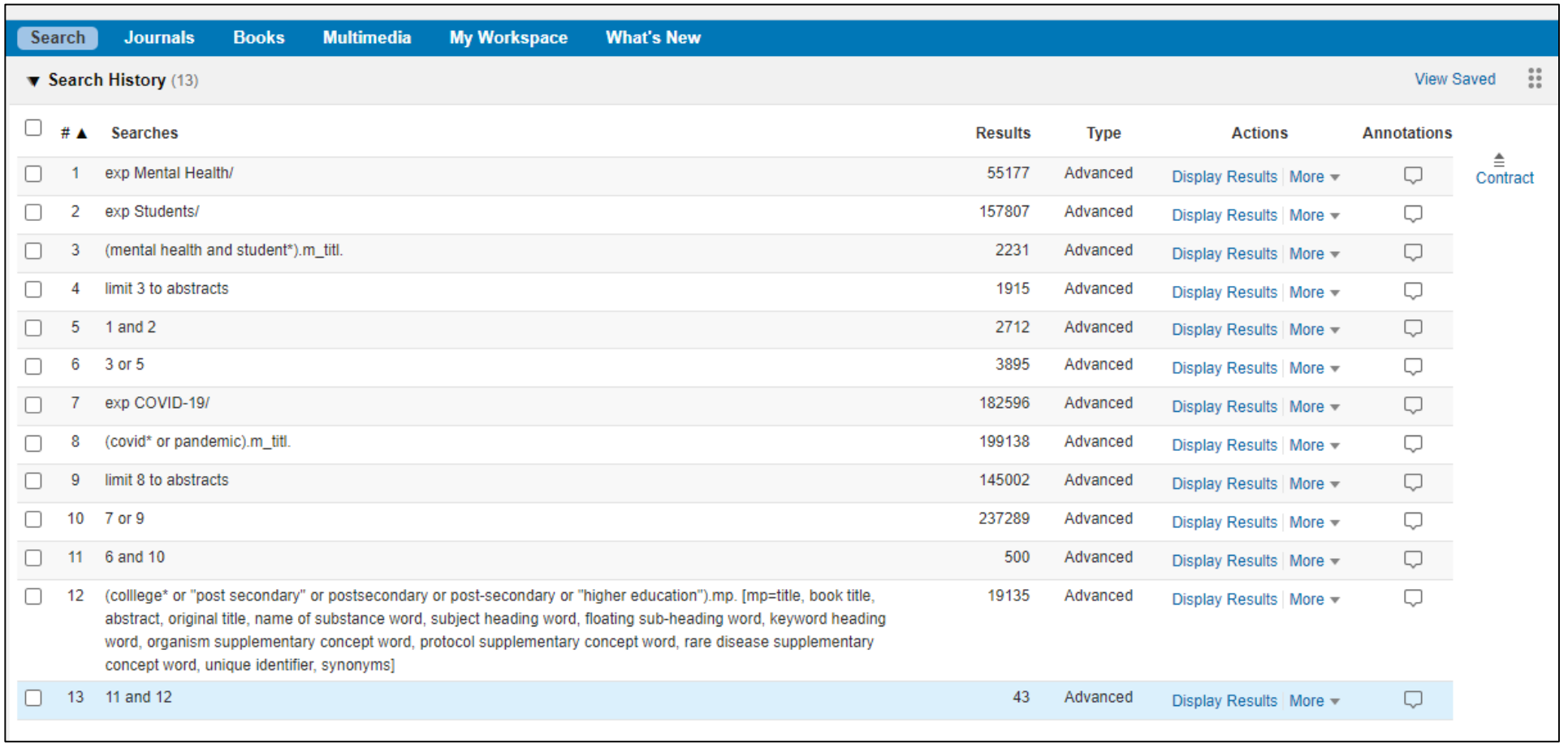

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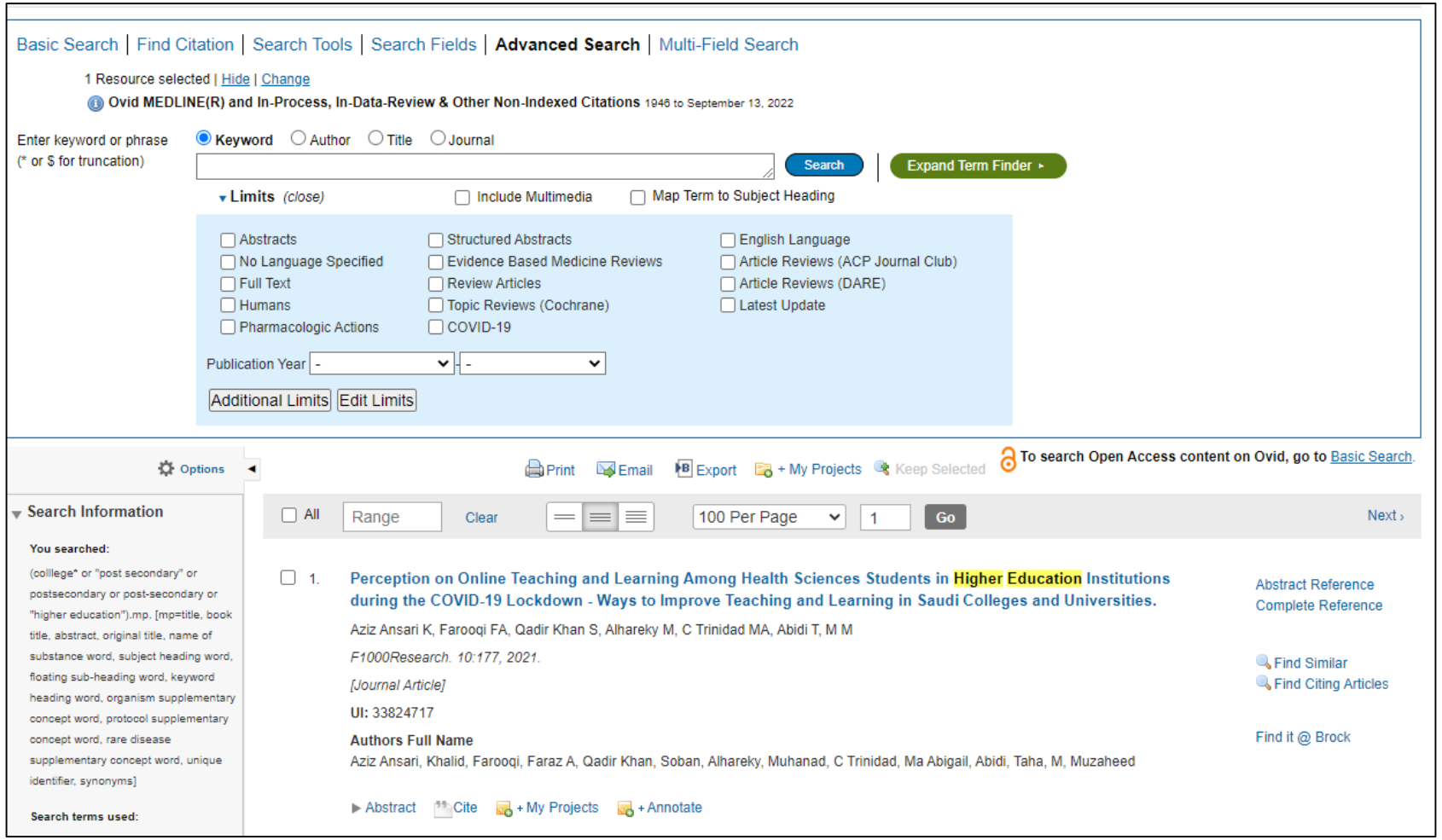
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Gogoi, M., Webb, A., Pareek, M., Bayliss, C. D., & Gies, L. (2022). University students' mental health and well-being during the covid-19 pandemic: Findings from the unicovac qualitative study. International Journal of Environmental Research and Public Health, 19(15), 9322. https://doi.org/10.3390/ijerph19159322

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Article

University Students' Mental Health and Well-Being during the COVID-19 Pandemic: Findings from the UniCoVac Qualitative Study

Mayuri Gogoi [1], Adam Webb [2], Manish Pareek [1,3], Christopher D. Bayliss [2] and Lieve Gies [4,*]

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Abstract: The worldwide spread of the coronavirus disease 2019 (COVID-19) pandemic in early 2020 affected all major sectors, including higher education. The measures to contain the spread of this deadly disease led to the closure of colleges and universities across the globe, disrupting the lives of millions of students and subjecting them to a new world of online learning. These sudden disturbances coupled with the demands of a new learning system and the experiences of living through a pandemic have placed additional strains on the mental health of university students. Research on university students' mental health, conducted during the pandemic, have found high levels of stress, anxiety and depression among students. In this qualitative study, we aimed to understand how pandemic experiences have affected student well-being by conducting in-depth interviews with 34 undergraduate students enrolled in a UK university. All interviews were conducted through Microsoft Teams and recorded with prior permission. Transcripts of recorded interviews were thematically analysed which identified two broad themes: (i) University students' mental health and well-being experiences during the pandemic; (ii) factors that influenced students' mental health and well-being. These factors were further distributed across six sub-themes: (a) isolation; (b) health and well-being; (c) bereavement; (d) academic concerns; (e) financial worries and; (f) support, coping, and resilience. Our study identifies the importance of mental health support to university students during pandemics and calls for measures to improve access to support services through these crisis points by universities. Findings can also inform students' mental health and risk assessments in the aftermath of the pandemic.

Keywords: mental health and well-being; university students; COVID-19 pandemic; isolation; academic and financial concerns; coping and resilience

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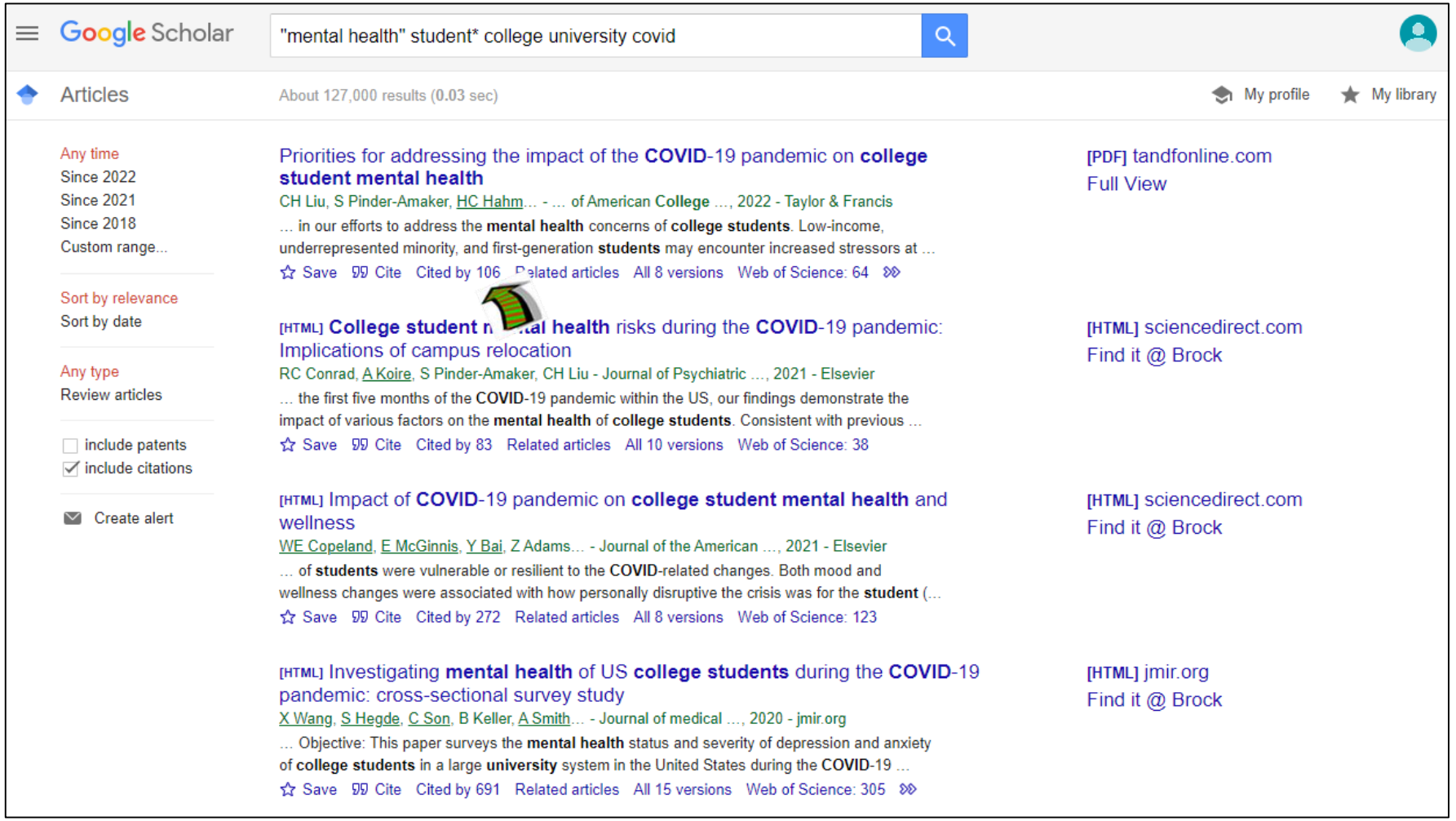
1. Introduction

The world came to a standstill in March 2020 when the World Health Organisation (WHO) declared the coronavirus disease 2019 (COVID-2019) as a pandemic with rising case numbers and mortality rates across the globe [1]. In the United Kingdom (UK), a complete lockdown was announced by the Prime Minister on 23 March 2020 restricting the movement of people outside their homes [2]. As a result, educational institutions, including universities, closed doors and all teaching and assessment moved online. In Autumn 2020, blended learning (in-person and online) was introduced by most UK universities; whilst campus-based teaching is gradually making a come-back, the blended format is likely to continue for some time.

University students are not regarded as a clinically vulnerable group for COVID-19, however, concerns were raised early on about the mental health impacts that the pandemic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William E. Copeland PhD [b], Ellen McGinnis PhD [b], Yang Bai PhD [a], Zoe Adams BS [c], Hilary Nardone BS [b], Vinay Devadanam BA [b], Jeffrey Rettew PhD [b], Jim J. Hudziak MD [b]

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[HTML] Impact of **COVID**-19 pandemic on **college student mental health** and wellness

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Impact of COVID-19 Pandemic on College Student Mental Health and Wellness

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Journal of the American Academy of Child & Adolescent Psychiatry. , 2021, Vol.60(1), p.134-141.e2

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Impact of COVID-19 Pandemic on College Student Mental Health and Wellness

William E. Copeland, PhD, Ellen McGinnis, PhD, Yang Bai, PhD, Zoe Adams, BS, Hilary Nardone, BS, Vinay Devadanam, BA, Jeffrey Rettew, PhD, Jim J. Hudziak, MD

Objective: To test the impact of the coronavirus disease 2019 (COVID) pandemic on the emotions, behavior, and wellness behaviors of first-year college students.

Method: A total of 675 first-year university students completed a full assessment of behavioral and emotional functioning at the beginning of the spring semester 2020. Of these, 576 completed the same assessment at the end of the spring semester, 600 completed at least 1 item from a COVID-related survey after the onset of COVID pandemic, and 485 completed nightly surveys of mood and wellness behaviors on a regular basis before and after the onset of the COVID crisis.

Results: Externalizing problems (mean = −0.19, 95% CI = −0.06 to 0.33, $p = .004$) and attention problems (mean = −0.60, 95% CI = −0.40 to 0.80, $p < .001$) increased after the onset of COVID, but not internalizing symptoms (mean = 0.18, 95% CI = −0.1 to 0.38, $p = .06$). Students who were enrolled in a campus wellness program were less affected by COVID in terms of internalizing symptoms ($\beta = 0.40$, SE = 0.21, $p = .055$) and attention problems ($\beta = 0.59$, SE = 0.21, $p = .005$) than those who were not in the wellness program. Nightly surveys of both mood ($\beta = -0.10$, SE = 0.03, $p = .003$) and daily wellness behaviors ($\beta = -0.06$, SE = 0.03, $p = .036$), but not stress ($\beta = 0.02$, SE = 0.03, $p = .58$), were negatively affected by the COVID crisis. The overall magnitude of these COVID-related changes were modest but persistent across the rest of the semester and different from patterns observed in a prior year.

Conclusion: COVID and associated educational/governmental mitigation strategies had a modest but persistent impact on mood and wellness behaviors of first-year university students. Colleges should prepare to address the continued mental health impacts of the pandemic.

Key words: adolescence, COVID-19, young adulthood, wellness, substance use, college behavior change

J Am Acad Child Adolesc Psychiatry 2021;60(1):134–141.

The novel coronavirus disease 2019 (COVID-19) emerged in Wuhan, China, in December 2019.[1] By January 20, 2020 the first confirmed case was identified in the United States in Washington State, and the first death was reported on February 29. By early March, most states had identified cases, and by mid-March statewide school closures and stay-at-home orders were announced in many states. The rapid pandemic progression and the associated mitigation strategies up-ended millions of lives within weeks of the virus arriving in the United States. Early data from China suggest that the outbreak, as well as unprecedented government response, have had profound psychological impact on the general public.[2,3] Many university and college students were displaced from their dormitories and peer groups, required to leave campus immediately—in many cases, without their belongings—and expected to continue their academic work as usual, remotely. The aim of the analysis is to understand the effects of the pandemic and the resulting mitigation strategies on the emotional health and wellness of first-year university students.

There are a number of additional reasons why students in particular may be at risk. Many undergraduate students faced this disruption without a familiar routine and support to provide a sense of stability and coherence.[4] More generally, late adolescence is a period of neurodevelopmental risk due to a developmental mismatch between mature subcortical regions (eg, nucleus accumbens, amygdala) associated with reward seeking and the experience of emotions and still-developing regulatory prefrontal cortical regions.[5,6] This mismatch sets the stage for poorly regulated risk taking and emotional functioning.[7,8] The risks are especially salient for college students, most of whom also experience a precipitous decrease in adult scaffolding and parental supervision and support. Not surprisingly, Cao *et al.*[9] demonstrated that nearly one-fourth

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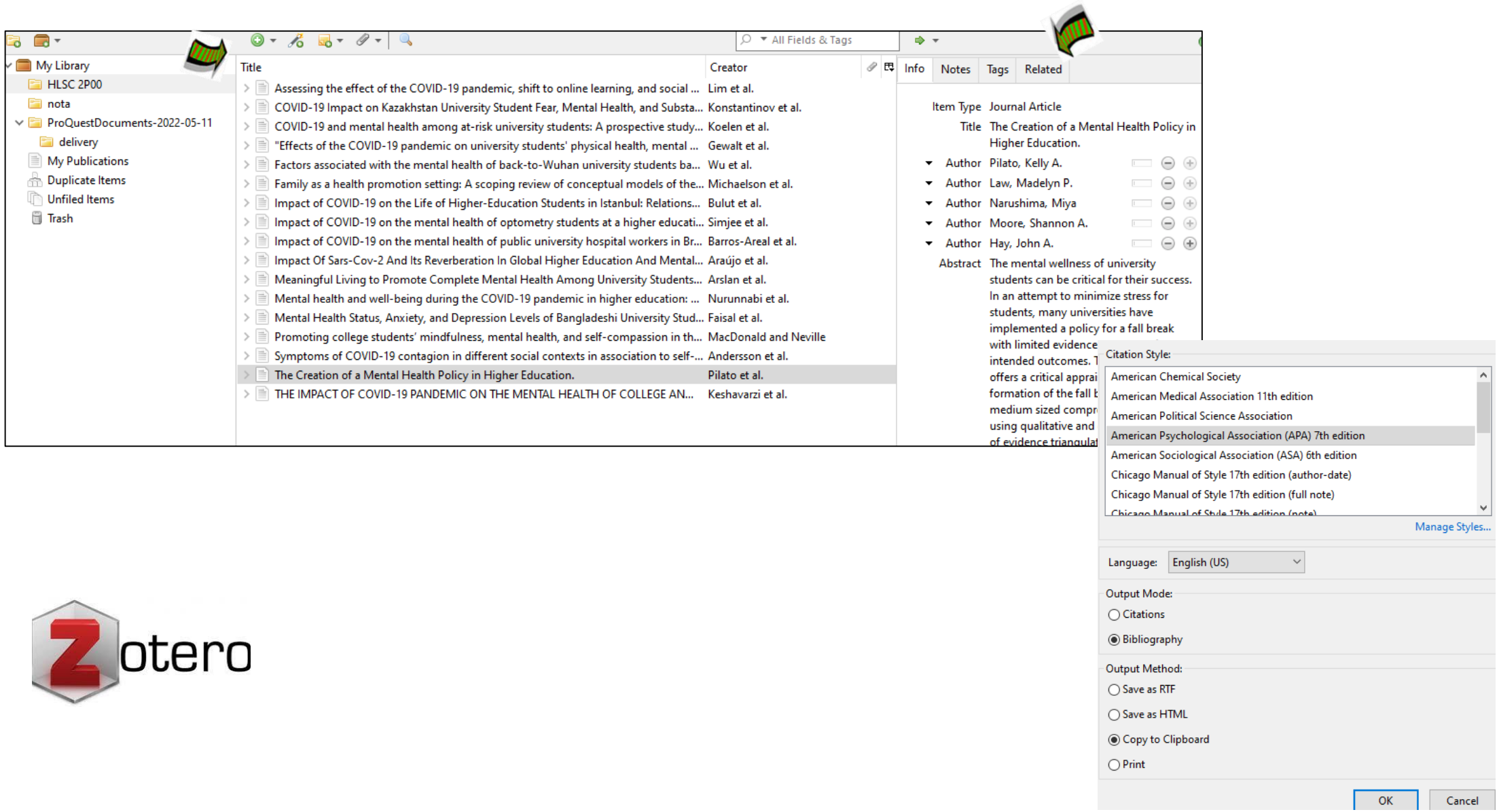
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HLSC 2P00 Library Seminar

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